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ABSTRACT

A contribution to the literature on organizational communication, this book has three objectives: to provide access to information on recent literature in organizational communication; to develop a classification system for the literature; and to provide abstracts of the literature published in 1976. The introductory chapter comments on the year's literature and furnishes a sub-classification system for each of the book's nine major categories of organizational communication. The nine categories are as follows: interpersonal, intragroup, and intergroup communication in organizations; communication factors and organizational goals; skill improvement and training in organizational communication; communication media and communication system analysis in organizations; and texts, anthologies, reviews, and general bibliographies. Each classification is further specified by the type of publication. Research methods and limitations are discussed in the appendix, and indexes include information on authors and on type of organization and data collection instruments involved in the field studies. (DF)

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ORGANIZATIONAL COMMUNICATION 1976: ABSTRACTS, ANALYSIS, AND OVERVIEW

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FOREWORD

The objectives of this volume are threefold: (1) to provide a general structure for students, scholars, and practitioners to obtain comprehensive information on recently published and unpublished literature in and related to the field of organizational communication, (2) to continue to develop a classification system for the literature of interest to the field of organizational communication, and (3) to provide abstracts of that literature for the year 1976 in the form of classified and annotated bibliographies.

In addition to the abstracts, the presentation includes an overview chapter that comments on the nature of the literature written in the year 1976, furnishing a considerable subclassification system for each of the nine major categories of organizational communication in this volume. Following the main body of the book, consisting of the abstracts, will be found an appendix concerned with research methods and limitations, and three indexes: (1) author, (2) type of organizations involved in the field studies, and (3) data collection intruments utilized in field studies.

The abstracts are divided into nine classifications and each classification is further divided into two subclassifications: (1) books and dissertations, and (2) articles, papers, and U.S. Government publications. The major classification, Texts, Anthologies, Reviews, and Bibliographies, is an exception to this treatment; as this classification combines books and articles when presenting Reviews and Bibliographies.

The following changes in this year's volume are intended to enable the reader to obtain more information and to minimize the time investment in doing so:

1. The depth of the literature search has been increased by adding the doctoral dissertations written in the field of industrial and social psychology, and by screening the book review sections of leading periodicals to a much greater extent than in earlier volumes.
2. The coding for research characteristics of each writing, included in *Organizational Communication Abstracts 1974*, but omitted in *Organizational Communication Abstracts 1975*, has now been restored. It was decided that the coding

of FS (field study), PD (prescriptive/descriptive writing), TC (theoretical/conceptual writing), and LS (laboratory study) did have utility, especially in view of the new indexes relating to field studies.

3. Cross-referencing has been provided in those cases where one piece of literature related to more than one of the nine major classifications.
4. Two new indexes have been introduced that are intended to allow the reader fuller understanding of field studies. One index groups the field studies in terms of the organization-type in which the research was conducted; and the other index indentifies the data collection instruments employed in the field studies.
5. We have undertaken the challenging job of furnishing an annual overview of the literature as presented by the abstracts.

This project has been supported by the officers and directors of the American Business Communication Association and the International Communication Association. In particular, the following persons devoted their valuable time and thought to the idea of abstracts of organizational communication literature: George H. Douglas, editor of *The Journal of Business Communication;* Francis W. Weeks, Executive Director of the American Business Communication Association; and Gerald Goldhaber, Director of the ICA Communication Audit Project. Mrs. Louise Steele of the American Business Communication Association served most capably as copy editor. Without their interest, encouragement, and cooperation, these annual volumes of abstracts would not have been developed or published.

Raymond L. Falcione
Howard H. Greenbaum

ORGANIZATIONAL COMMUNICATION LITERATURE—1976: OVERVIEW

In his study of communication as a scholarly discipline, C. David Mortensen notes that "since the subject lacks either fixed boundaries or universally recognized dimensions of inquiry, the search for fundamentals requires some arbitrary decisions about what to underscore and what to omit."[1] What is suggested of the general field of communication is equally applicable to the narrower area of organizational communication, and it is important to recognize probable shortcomings, and to understand that they exist.

The literature of organizational communication is described in nine major classes as presented in Table 1. The definitions of literature classes in Table 1 are not without problems and ambiguity. However, these same classes and definitions were found viable in the 1974 and 1975 volumes and have been retained for the current overview of 1976 writings.

Table 1

ORGANIZATIONAL COMMUNICATION LITERATURE DEFINITIONS OF CLASSIFICATIONS

Interpersonal Communication in Organizations

Literature analyzing factors relative to the interpersonal situation in the organization, originating in the dyadic relationship, the workgroup, or in conferences.

Factors analyzed may include credibility, trust, status, nonverbalization, knowledge, cognitive similarity, roles, redundancy, feedback, listening, semantics, etc.

Topics in this classification include superior-subordinate relationships, transactional analysis, counseling, conflict, behavior, perception, human relations, managerial style, personal characteristics of managers, and certain works relative to management by objectives.

Intragroup Communication in Organizations

Literature including the above-indicated dimensions of interpersonal communication but distinguished by the fact that the interacting parties are members of the same group.

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[1] C. David Mortensen, *Communication: The Study of Human Interaction*, New York: McGraw-Hill Book Company, 1972, p. ix.

Groups analyzed include specific functional departments, line, staff, labor, management, consumers, government bodies, etc.

Topics in this classification include participation, conflict, group-size, individual behavior in groups, and group productivity.

Intergroup Communication in Organizations

Literature including the above-indicated dimensions of interpersonal communication but the distinguishing element is that the interacting parties are representatives of different groups.

Groups involved may be different departments in the same organization, line-staff, labor-management, organization-customers, government-taxpayers, etc.

Topics in this classification include coordination, collaboration, inter-organizational conflict, negotiation, effects of hierarchical organization, influence of interest groups, and external communication.

Communication Factors and Organization Goals

Literature analyzing the influence of causal communication factors on the intervening and end-results organization variables.

Causal communication factors include communication attitudes, communication satisfaction, and communication planning, including motivation via communication.

Intervening and end-result variables include organizational performance, morale, conformity to plans, adaptability including organization change, and productivity.

Contains all studies primarily concerned with the influence of communication on organizational effectiveness.

Topics in this classification include organizational climate, job satisfaction, decision-making, problem-solving, management by objectives, participation, leadership, motivation, innovation, change, adaptability, and productivity.

Skill Improvement and Training in Organizational Communication

Literature concerned with communication skill improvement, verbal, written, and nonverbal, including public speaking, meetings, group process, writing skills, listening, and interpersonal skills as in selling, interviewing, and counseling.

Includes training programs, training needs, training materials, training techniques, learning principles, training course syllabi and descriptions.

Topics in this classification include training laboratories, games, role playing, programmed instruction, discussion techniques, and the use of film and videotape.

Communication Media in Organizations: Software and Hardware

Literature concerned with one or more phases of the media as the primary element of study in relation to the fundamental communication variables and their effectiveness.

Communication media relates to both software and hardware including

oral media, written media, telephonic media, audiovisual media, electronic media, and nonverbal media.

Topics in this classification include document retrieval systems, information systems, computer capabilities, and management by objectives as a technique.

Communication System Analysis in Organizations

Literature concerned with case studies of the overall organization or with subunits thereof: communication evaluation, audit or examination of effectiveness; communication networks; communication direction, upward, downward, horizontal; communication diffusion, as in grapevine studies, or ecco analysis studies; and other forms of organization communication analysis including organization development studies.

Topics in this classification include communication network structures, information requirement analyses, data base models, management analysis of communication, change-agent topics, general systems theory, cybernetics, and certain organizational climate studies.

Research Methodology in Organizational Communication

Literature concerned with research instruments, scales, tests, needs, and validation reports.

Includes field research strategies, problems, techniques, and specialized bibliographies restricted to this class.

Texts, Anthologies, Reviews, and General Bibliographies Relative to Organizational Communication

Literature that may be regarded as a text, collection of outstanding writings, or general bibliography.

Includes interpretative literature reviews relevant to the areas for research, shortcomings of research, etc.

Excludes texts, anthologies, reviews, and bibliographies devoted to only one of the other classifications. Such specialized works are classified under the particular area concerned.

Two standard subclassifications were selected to segregate the larger works of books and dissertations from the briefer writings found in articles, papers, and U.S. Government publications. A glance at the annotated references will indicate that books and dissertations have been listed first under each major class, followed by articles and papers related to that same class.

The organizational communication abstracts herein represent writings selected on the basis of a broad view of the disciplines of communication, organizational behavior, management, information systems, psychology, social-psychology, education, and other social sciences. Rather than thinking of this work as consisting of literature in the field of organizational communication,

it is probably more accurate to consider it as a representation of literature from the various disciplines within or *related to* organizational communication. That is, we have tried to bring together the 1976 literature that would be of interest to the student, researcher, and practitioner of organizational communication. As a consequence, some of the writings included will appear to some to be out of the central communication area, but will have been admitted on the basis of "related and relevant materials." This type of approach has resulted in a considerable overlap on the "organization-side" of organizational communication with the disciplines of management, organizational behavior and information systems, and on the "communication-side" of organizational communication with the disciplines of speech communication, business communication, psychology, and social-psychology.

The purpose of this overview is to provide an insight as to what has been written in 1976, and to generalize wherever possible, so as to take the edge off the detail found in the abstracts themselves. In view of the fact that approximately 900 writings have been included, this attempt to generalize represents an effort to aid comprehension of what has happened in organizational communication, where, and by whom. In the process of generalizing, we will be attempting to relate communication factors to organizational outcomes, and to the major determinants of organizational outcomes. It is our position that in order for organizational communication research to contribute in a meaningful way to the larger field of organizational behavior, we must constantly be mindful of end-result variables as related to various communication factors. Hopefully, this kind of approach may provide further direction for theory development and needed empirical research both to students of organizational behavior and students of organizational communication.

Ideally, an overview of this type would spend considerable time interpreting and generalizing research findings. Our present overview does concentrate to a large extent on findings, but has made a more limited effort toward interpretation and generalization. Moreover, in this first attempt at an overview, we have found that our abstract sources occasionally do not express research findings, with the result that the overview must restrict itself to a descriptive statement of the subject examined by the researcher.

Specifically, the following purposes are intended to be solved by this kind of overview:

—Permit researchers to be exposed to the literature of others working in the same field, as well as related fields.

—Provide detail for the major literature classes that will allow a more specific choice of subjects for research.

—Allow readers a more direct access to works of interest.

—Provide research directors and advisors with a means to determine prevalence of research in given areas and areas needing work.

—Promote communication within and between disciplines with similar or related interests.

—Provide a convenient reference for the graduate student, researcher, and practitioner to survey the field of organizational communication.

—Allow instructors of organizational communication to keep abreast of the empirical, theoretical, and descriptive writings in the field.

—Provide tentative parameters for the field of organizational communication.

—Provide a synthesis of the voluminous number of abstracts in this volume in order to make this work more coherent.

Others have recently called attention to a problem in communication research; that, on the one hand, we have a jungle of unrelated concepts, and, on the other hand, a mass of undigested, often sterile, empirical data; that researchers need shared paradigms to help channel and coordinate efforts; and that analyzing, classifying, and reclassifying may be a procedural direction to achieve some order, some understanding of the state of the art so as to know better how to channel our research activity.[2]

In order to fulfill the above-stated purposes, we will first present an overall summary of organizational communication writings in 1976 in terms of the nine major classifications. Then, each of the major classifications will be discussed, in turn, relying heavily on subclass data that have been developed and are being utilized for the first time in this volume.

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[2] Robert D. Giesselman, Guest Editor, *The Journal of Business Communication*, vol. 14, no. 3, Spring, 1977, p. 3.

OVERALL SUMMARY:
NINE MAJOR LITERATURE CLASSIFICATIONS

The 1976 literature search for writings within or related to the field of organizational communication uncovered 343 books and dissertations, and 525 articles, papers, and reports—for a total of 868 works.

The frequency of writings in each of the nine major classifications is shown below:

Major Literature Classification	Books/Dissertations		Articles/Papers	
	Quantity	Percent	Quantity	Percent
Interpersonal Communication	30	9	78	15
Intragroup Communication	23	7	31	6
Intergroup Communication	19	6	44	8
Communication Factors and Organization Goals	85	24	89	17
Skill Improvement & Training	43	13	101	19
Communication Media	26	8	67	13
Communication System Analysis	28	8	65	13
Research Methodology	21	6	38	7
Texts, Anthologies, Reviews and General Bibliographies	68	19	12	2
TOTALS	**343**	**100**	**525**	**100**

A comparison of the frequency rank order of articles/papers to books/dissertations follows:

	Books/Dissertations	Articles/Papers
Communication Factors and Organization Goals	1	2
Texts, Anthologies, Reviews and General Bibliographies	2	9
Skill Improvement & Training	3	1
Interpersonal Communication	4	3
Communication System Analysis	5 - 6	4 - 5
Communication Media	5 - 6	4 - 5
Intragroup Communication	7	8
Research Methodology	8 - 9	7
Intergroup Communication	8 - 9	6

In the publication format of books and dissertations, the most popular categories were Organization Communication Factors (24%), and Texts, Anthologies, Reviews (19%), with

Skill Improvement at 13%, and all other classes between 6% and 9% of total books/dissertations. Research Methodology and Intergroup Communication, with 6% of total books/dissertations, were tied for the lowest level of writing productivity.

In the publication format of articles, papers, and reports, Skill Improvement at 19% and Organization Communication Factors at 17% of total writings represented the largest groups, followed by Interpersonal Communication (15%), Communication Media and Communication System Analysis (13%), Intergroup Communication (8%), Research Methodology (7%), Intragroup Communication (6%) and Reviews, Bibliographies at 2% of total articles, papers, and reports.

Further to the subject of writing productivity, books versus articles, it should be noted that each of the writings in this volume is coded as to research characteristics—i.e., field study (FS), laboratory study (LS), theoretical-conceptual study (TC), prescriptive or descriptive study (PD)—and the preceding statistics might change rank order if all prescriptive/descriptive writings uncovered had been included in this overview. In general, where writings were included in the ABSTRACTS, but not in the OVERVIEW, they were prescriptive/descriptive works for the reason that such works are not considered by us to be relevant to research efforts as field studies, laboratory studies, and theoretical-conceptual writings. This decision was based on our admitted bias for empirical and theoretical works in the field.

Detailed information as to each of the major literature classifications is supplied in the balance of this chapter. For each of the major classes, 4 to 10 subclasses have been employed, so that the literature may be viewed in terms of nine major classes having a total of 59 subclasses. In certain cases, where the subclass had a large number of works, the subclass itself was subdivided into lower-order classes. Wherever possible, the subclasses were stated in terms of organization outcomes, such as Morale, Performance, and Adaptiveness, or in terms of major determinants of outcomes, such as Leadership, Communication, and Motivation.

This overview provides a major class and a subclass for most, but not all, abstracts in this volume. While it is intended that all field studies, lab studies, and most theoretical/conceptual works be included in the commentary, the prescriptive/descriptive works were included only in those instances where a subclass

had few or no works with the research characteristics of field study (FS), lab study (LS), or theoretical/conceptual work (TC).

At an early stage of writing the OVERVIEW, with its requirement for both major classes and subclasses, it was necessary to adopt the guideline that a book or article should be classified within that group representing the dependent variable in a research study or commentary. Thus, in a work studying the effect of participation on morale, the dependent variable being morale, the work would be handled in the subclass of Morale; and if the study were one in which participation was examined for its effect on both morale and performance, then the work would be placed within the category having the least number of references. This last procedure, in the instance of two or more dependent variables, is admittedly arbitrary, and we look forward to improvements in future years.

It should be noted that references in the OVERVIEW to multi-authored writings have been limited to the senior author only. The rationale for this decision was based on space conservation and ease of reading.

It is recommended to the reader interested in locating more information as to works mentioned in the commentary below, that reference first be made to the AUTHOR INDEX at the rear of this volume, for the page containing the ABSTRACT and full bibliographical reference.

Interpersonal Communication in Organizations

Thirty books and 78 articles/papers relate to Interpersonal Communication in Organizations. Books accounted for 9% of all books and dissertations, and articles/papers were 15% of all articles, papers, and reports.

The frequency of specific subclasses is shown below:

Subclass	Books		Articles/Papers	
	Quantity	Percent	Quantity	Percent
Morale Studies	3	10	5	6
Performance-Effectiveness Studies	5	17	14	18
Adaptiveness-Innovation Studies	2	7	7	9
Leadership Studies	8	26	25	32
Communication Studies	6	20	25	32
Motivation Studies	1	3	-	-
Texts, Anthologies, Reviews	5	17	2	3
TOTALS	**30**	**100**	**78**	**100**

A comparison of the frequency rank order of articles/papers to books/dissertations follows:

	Books	Articles
Leadership Studies	1	1-2
Communication Studies	2	1-2
Performance-Effectiveness Studies	3-4	3
Texts, Anthologies, Reviews	3-4	6
Morale Studies	5	5
Adaptiveness-Innovation Studies	6	4
Motivation Studies	7	7

Leadership Studies and Communication Studies are the most popular writing subjects, both for books/disserations and articles/papers; Motivation Studies and Adaptiveness Studies are lowest in subject popularity; and Performance Studies and Morale Studies are in the mid-range of subject frequency.

Table 2 (page 17) presents the names of authors relevant to each of the subclasses of Interpersonal Communication in Organizations; and the commentary below furnishes a guide and overview as to the contents and findings of selected works.

Morale Studies:

Books and Dissertations: *Benton* (FS) surveys nurses concerning their satisfaction as a function of job factors, finding that the higher the perceived importance of the job factor (e.g., safety, security), the less likely was the group to express a feeling of deficiency or dissatisfaction; *Brenenstuhl* (LS) concludes from a laboratory experiment that leader style, interpersonal trust, and the expectation of future interaction have significant impact upon subordinate satisfaction; and *Steele* (PD) examines the consequences of short- and long-term patterns of secrecy and disclosure, considering the costs and rewards associated with decisions involving high versus low disclosure.

Articles, Papers, and Reports: *Daly* (FS) finds that subordinate perceptions of attitude and value similarity (homophily) are good predictors of subordinate satisfaction with supervision; *Hobert* (PD) points out that interpersonal relationships are vitally important, and the manager should not only criticize, but look for opportunities to praise; *Lorey* (PD) emphasizes the importance of trust in the work environment as a key to open communication between informed and involved employees; *Sharpe* (TC) compares a climate of trust and a climate of distrust in the work environment as a key to open communication

Table 2

Interpersonal Communication in Organizations—1976
Classification of Authors
by Subclass, Publication Format, and Nature of Research

Subclasses	Books & Dissertations	Articles, Papers, Reports
Morale Studies:	Benton . . . . . FS	Daly . . . . . FS
	Brenner-Stuhl . . . . LS	Hobert . . . . . PD
	Steele . . . . . PD	Lorey . . . . . PD
		Sharpe . . . . . TC
		Spector . . . . . FS
Performance-Effectiveness Studies		
—Performance Evaluation	Maier . . . . . PD	Colby . . . . . PD
	Sinatra . . . . . FS	Cowan . . . . . PD
	Sloss . . . . . FS	Greller . . . . . FS
	Toker . . . . . LS	Kearney . . . . . PD
		Mattox . . . . . PD
		Olsen . . . . . TC
		Peterson . . . . . TC
		Scott . . . . . LS
		Weinrich . . . . . PD
		Zawacki . . . . . FS
—Effectiveness & Coordination	Filley . . . . . TC	Oldham . . . . . FS
		Sank . . . . . LS
		Tjosvold . . . . . LS
		Walker . . . . . PD
Adaptiveness-Innovation Studies:		
—Decision Making	Koberg . . . . . PD	Acuff . . . . . PD
	Maile . . . . . LS	Morano . . . . . TC
		Watson . . . . . PD
—Organization Development		Bhola . . . . . TC
		Goldhor . . . . . FS
		Scholtes . . . . . PD
		Sirny . . . . . PD
Leadership Studies:		
—Managerial Style & Power	Duffy . . . . . FS	Bass . . . . . FS
	Inderlied . . . . . FS	Bledsoe . . . . . PD
	James . . . . . PD	Dalena . . . . . PD
	Mowday . . . . . FS	Dobruszek . . . . . FS
	Scalia . . . . . FS	Hill . . . . . TC
	Taylor . . . . . FS	Holland . . . . . FS
	B.Y. White . . . . FS	Holmes . . . . . TC
	H.C. White . . . . FS	Kramarsky . . . . . PD
		Marcum . . . . . PD
		Sadler . . . . . FS
		Zenger . . . . . FS
—Superior-Subordinate Relations		Bordonaro . . . . . PD
		Chandler . . . . . PD
		Daly . . . . . FS
		Falcione . . . . . FS
		Golightly . . . . . PD
		Johnson . . . . . PD
		Petty [2] . . . . . FS
		Petrie . . . . . PD
		Reiter . . . . . PD

Table 2, Continued

Subclasses	Books & Dissertations	Articles, Papers, Reports
—Superior-Subordinate Relations (Continued)		Rotonoi . . . . . PD
		Simon . . . . . PD
		Sorrell . . . . . PD
		Sung . . . . . PD
Communication Studies:		
—Roles & Role Perceptions	Hendricks . . . . . FS	Bernardin . . . . . FS
	Weiss . . . . . FS	Cohen . . . . . FS
		Conklyn . . . . . FS
		Herbert [2] . . . . . FS
		Lahiff. . . . . FS
—Formal & Informal Communication		
—Verbal and nonverbal	Hawkins . . . . . FS	Bozarth. . . . . FS
	Hunt . . . . . TC	Dunn . . . . . PD
	Scott . . . . . LS	Farr. . . . . LS
	Young . . . . . LS	Gery . . . . . PD
		Heneman. . . . . LS
		Hobert . . . . . PD
		Kapelman . . . . . LS
		Rand . . . . . LS
		Sperry . . . . . PD
		Walter . . . . . PD
		Wood . . . . . PD
		Yorks. . . . . PD
		Zemke . . . . . PD
—Problems & Barriers		Brown [2] . . . . . TC
		O'Reilly . . . . . FS
		Rice. . . . . PD
		Sussman . . . . . PD
		Urwick . . . . . PD
Motivation Studies:	Helmich . . . . . FS	
Texts:	Harris Lopez Mahler	
Anthologies:	Cass Rendero	
Reviews:		Bartell Schmitt

between informed and involved employees; *Sharpe* (TC) compares a climate of trust and a climate of distrust, furnishing specific actions that may be taken to develop a high trust level; and *Spector* (FS) relates six factors of organizational frustration with reported behavioral reactions of employees.

Performance-Effectiveness Studies:

Books and Dissertations: *Filley* (TC) presents a unified approach to conflict resolution called Integrative Decision

Making (IDM); *Maier* (PD) analyzes the appraisal interview, comparing three specific styles; *Sinatra* (FS) tests the validity of teacher evaluation methods and finds that teacher evaluations conducted by administrators are definitely related to the interpersonal compatibility of teacher and administrator; *Sloss* (FS) finds a direct and positive relationship between interaction frequency and a medical staff member's evaluation of the task performance of supervisors holding the positions of Chief of Staff, Chief of Medicine, and Chief of Surgery; and *Toker* (LS) studies the judgments of supervisors and subordinates in the appraisal interview to determine reasons for defensiveness and differences in perception.

Articles, Papers, and Reports: In the area of performance evaluation, involving supervisor and subordinate, *Colby* (PD) indicates that the appraisal interview is intended to help both employee and supervisor but frequently ends as a frustrating experience for both. Difficulties are reviewed and ideas are suggested for solving the dilemma; *Cowan* (PD) stresses that the appraisal process is a sensitive, person-to-person interaction requiring interpersonal skills and cannot be "computerized"; *Greller* (FS) studies reactions to the appraisal interview and reports that subsequent subordinate participation correlates significantly with perceived appraisal helpfulness and satisfaction; *Kearney* (PD) considers behaviorally based performance appraisals, emphasizing developmental goals, specific jobs, and measurable behavior. The author suggests that this kind of appraisal not only provides a gauge by which an employee's work can be judged, but it also presents guidelines for improving worker effectiveness; *Mattox* (PD) reports on U.S. Army research findings that modified concepts of Management by Objectives, including extensive on-going communication between rater and rated officer, would be applicable for evaluation programs; *Olsen* (TC) contends that problems arise when employee appraisals are viewed as a management technique rather than a social process, requiring a high degree of sensitivity to the needs of employees, and representing a relationship between two people for the purpose of accomplishing objectives; *Petersen* (TC) explains the use of a Personnel Effectiveness Grid as a model for conducting an evaluation; *Scott* (LS) examines the influence of variations in performance profiles (worker performance patterns) on the evaluation process, finding that supervisory ratings of workers'

total output was unaffected by different worker performance patterns; *Weinrich* (PD) recommends the integration of transactional analysis principles with MBO in order to facilitate the delicate interaction between supervisors and employees during the appraisal process; and *Zawacki* (FS) surveys 130 companies with performance appraisal systems, finding that management is generally satisfied and that the majority of employees dislike performance appraisal systems.

In the area of effectiveness, coordination, and conformity to plans, *Oldham* (FS) analyzes supervisor strategies to obtain effectiveness and finds the independent variables to be personal rewards, setting goals, designing feedback systems, placing personnel, and designing job systems; *Sank* (LS) finds that managers in competitive organizations having frequent formal evaluations ascribe high negative attributes to peers perceived as effective and have undifferentiated views of ineffective peers and ineffective subordinates. but view superiors critically whether effective or note; *Tjosvold* (LS) indicates that the control orientation of educators may cause them to resist compromise in conflict situations for fear of appearing ineffective, and suggests that a reduction in control pressures may facilitate the management of conflict; and *Walker* (PD) recommends the improvement of job performance by clarifying the work required for each position, providing training, and developing relevant performance appraisals.

Adaptiveness-Innovation Studies:

Books and Dissertations: *Koberg* (PD) provides an experiential guide to self-awareness which attempts to facilitate decision-making skills; *Maile* (LS) presents a communications model giving consideration to factors of persuasibility (self-esteem, dissonance reduction, source credibility), and concludes that the model may be employed for making better marketing decisions.

Articles, Papers, and Reports: *Morano* (TC) explains how the concept of openness between conflicting parties can facilitate problem solving, and recommends the use of the Johari Window as a tool for managing conflict within an organization; *Watson* (PD) reviews the common pitfalls of problem solving and discusses their causes from an intrapersonal and interpersonal perspective.

In the area of organization development, *Goldhor* (FS) provides a data base for improving R&D management through

better understanding of the management style variables in the innovation process, concentrating on idea generation: *Scholtes* (PD) suggests a series of interpersonal contracts for behavioral change within an organization as a means of insuring cooperation; and *Sirny* (PD) encourages managers to become change agents and develop "managerial momentum."

Leadership Studies:

Books and Dissertations: *Duffy* (FS) studies leadership styles of school principals, finding that both teachers and principals recognize effective communication as an essential element of satisfactory administrative style, and that teachers are critical of principals who are weak in communication skills, will not listen, and who don't work with teachers to solve problems; *Inderlied* (FS) describes an effort to combine and implement aspects of Management by Objectives, and the Life Cycle Theory of Leadership, concluding that the results are not clear and further research is required; *James* (PD) discusses Transactional Analysis in respect to "OK" and "Not-OK" bossing styles; *Mowday* (FS) provides an exploratory study of the exercise of influence in the organization, analyzing the characteristics of individuals rated high in influence activity; *Scalia* (FS) concludes an investigation of the use of power by stating that situational variables are the dominant influence accounting for individual differences in the use of power; *Taylor* (FS) compares the attitudes and perceptions of administrators utilizing MBO/R (Management by Objectives and Results) and non-MBO/R administrators, finding that the non-MBO/R administrators perceive themselves to be more competent; *B.Y. White* (FS) studies managerial self-perceptions of male and female administrators, and the perceptual differences of managerial style between these administrators and their subordinates; and *H.C. White* (FS) reports on the perception of leadership style by nurses in supervisory positions, finding that the most effective style involved use of ideas and special knowledges of subordinates, sharing information, and displaying trust, and confidence in subordinates.

Articles, Papers, and Reports: *Bass* (FS) examines five dimensions of managerial style (direction, consultation, delegation, negotiation, participation) associated with task, personal, and interpersonal contingencies; *Dobruszek* (FS) concludes that leading managerial personnel are superior to their ordinary counterparts in intellectual efficiency, suspiciousness, envious-

ness, taciturnity, and insecurity; *Holland* (FS) suggests that there may be basic connections between problem characteristics, information source choice, and managerial style; *Holmes* (TC) discusses sex-related differences in leadership, as well as the special problems of female leaders; *Sadler* (FS) uses the leadership conceptualization of Tannenbaum and Schmidt in an attitude survey covering 46 countries, and finds differences in preferences for leadership styles by employees in different countries; and *Zenger* (FS) discusses findings of a study on responsible management behavior including behavior with subordinates, behavior toward upper managers, and behavior with other groups.

In the area of superior-subordinate relations, *Daly* (FS) finds a significant positive relationship between superior communication receptivity and the subordinate's satisfaction with supervision; *Falcione* (FS) finds that perceived supervisor credibility is a function of subordinate's participation in decision-making, communication reciprocity, feedback receptiveness, responsiveness, and permissiveness; *Petty* (FS) finds support for the belief that sex-role stereotypes (widely-shared differential sex-based role expectations) exist for the role of leadership and that these stereotypes are shared by subordinates of both sexes; and *Petty* (FS) Studies the moderating effects of sex of supervisor and subordinate on relationships between supervisory behavior and subordinate satisfaction.

Communication Studies:

Books and Dissertations; *Hawkins* (FS) studies the influence of three interpersonal needs (affection, dominance, certainty) on perceived frequency and duration of messages in superior-subordinate communication, finding that the combined need variables account for a significant percentage of message frequency/duration variance; *Hendricks* (FS) employs photographs illustrating nonverbal communication factors to study learning environment preferences of managers, and finds that all educational levels prefer the adult ego state and the variables of effective communication, competence and confidence; *Hunt* (TC) urges managers to utilize a humanistic concept of management, involving participation, an absence of paternalism and punitive controls, and an emphasis on organic system development; *Weiss* (FS) explores the area of supervisor characteristics and subordinate imitation, concluding that perceived supervisor

success and competence are positively related to agreement in self-described behavior patterns of supervisors and subordinates; *Young* (LS) experiments with the effects of different levels of congruence and incongruence of verbal and nonverbal communication on subordinate perceptions of the superordinate-subordinate relationship, and finds that messages congruent in both verbal and nonverbal content result in more positive ratings of the superordinate and improved recall of content by the subordinate; and *Scott* (LS) employs a longitudinal quasi-experimental research design and finds six variables that consistently appear as influential in determining interpersonal trust.

Articles, Papers, and Reports: In the area of roles and role perceptions, *Bernardin* (FS) concludes that perceptions of role conflict resolution strategies are a function of organizational level and type of conflict; *Cohen* (FS) examines the effects of sex role stereotypes on the interviewer's decision, finding that recruiters hire females for female-oriented positions and males for male-oriented positions; *Conklyn* (FS) studies the effect of career goals and activity preference on perceived importance of roles, and the effect of perceived importance of role on job performance; *Herbert* (FS) presents two separate studies on the subject of perceived work difficulty, one concerned with analysis of the major factors related to perceived work difficulty, and the other concerned with measurement of perceived work difficulty; and *Lahiff* (FS) relates empathic communication to the message content of discussion between individuals. Message content is defined in terms of Herzberg's motivators and hygiene factors, and finds that although differences in empathy level are not attributable to one's occupation, there is some support for the research hypothesis that there are differences between empathy scores for message content motivators and message content hygiene factors.

In the area of formal and informal communication, *Bozarth* (FS) summarizes a five year study analyzing vocational counselor interview behaviors, including empathy, respect, and genuineness; *Farr* (LS) reports on a laboratory study of primacy-recency effects in recruitment decisions, and finds that recency effects occur when interviewers are required to make repeated judgments, while primacy effects are observed when single judgments are required; *Heneman* (LS) investigates interviewer validity as a function of interviewer structure, biographical data

and interviewee order, and finds low validities between interview ratings and performance measures, interviewee order being the only factor having an appreciable effect on interviewer validity; *Kapelman* (LS) observes contrast effects in a series of interviews and finds contrast effects to be most influential in the assessment of candidates with intermediate performance; *Rand* (LS) tests the effect of "similar to me" and finds that biographical similarity of interviewer and applicant leads to more positive evaluations of the applicant.

In the area of communication barriers, *Brown* (TC) provides two articles, one concerned with macrobarriers (pressure of time, variety of media, increasing complexity of subject matter), and the other concerned with microbarriers relative to the message, its transmission and reception; *O'Reilly* (FS) examines the relationship among credibility components (safety, expertise, and dynamism) and communication behaviors in work units, finding that organizational units with high credibility show significantly higher perceptions of information accuracy, communication openness, and interaction rates; *Rice* (PD) maintains that communication problems cannot be solved by any one method in that each problem should be handled in a situational manner; and *Sussman* (PD) points out six false assumptions found in day-to-day communication, including some very familiar, but very important, barriers to effective communication.

Motivation Studies:

Articles, Papers, and Reports: *Helmich* (FS) considers need fulfillment on the part of the leader, and concludes that there is a positive relation between task-oriented leadership and a lack of fulfillment of leader's personal needs, whereas employee-oriented leadership style is related to a higher degree of need fulfillment.

Texts, Anthologies, Bibliographies, and Reviews:

Books and Dissertations: *Harris* (Text) presents concepts and cases in interpersonal behavior, giving attention to the role of the manager in respect to employee expectations, needs, and behavior; *Lopez* (Text) discusses problems likely to be encountered in the interviewing process, with consideration given to the employment, performance, and exit interviews; *Mahler* (Text) writes for the executive who wishes to improve compe-

tence as an interviewer, focusing on selection, performance, counseling, career discussions, and removal interviews; *Cass* (Anthology) reports on the symposium held on the occasion of the 50th anniversary of the original Hawthorne Studies, presenting discussions of how individual differences between people can best be utilized within an organization, and employee desires for involvement in the managerial process; and *Renderc* (Anthology) brings together a collection of essays emphasizing communication with subordinates. Each essay attempts to analyze a practical communication situation.

Articles, Papers, and Reports: *Schmitt* (Review) presents an extensive review of the literature on the employment interview, stressing weak elements in the interview process, and concluding that research is required to determine the variables that are reliably and validly assessed in the selection interview; and *Bartell* (Review) traces the cultural, institutional, and motivational factors influencing industrial organizations to accept the human relations approach.

Intragroup Communication in Organizations

Twenty-three books and 31 articles/papers relate to Intragroup Communication in Organizations. Books accounted for 7% of all books and dissertations, and articles/papers were 6% of all articles, papers, and reports.

The frequency of specific subclasses is shown below:

Subclass	Books		Articles/Papers	
	Quantity	Percent	Quantity	Percent
Morale Studies	2	9	4	13
Performance-Effectiveness Studies	1	4	12	39
Adaptiveness-Innovation Studies	3	13	4	13
Leadership Studies	9	39	6	19
Communication Studies	3	13	3	10
Motivation Studies	2	9	1	3
Texts, Anthologies, Bibliographies, Reviews	3	13	1	3
TOTALS	23	100	31	100

A comparison of the frequency rank order of articles/papers to books/dissertations follows:

	Books	Articles
Leadership Studies	1	2
Adaptiveness Studies	2-3-4	3-4
Communication Studies	2-3-4	5
Texts, Anthologies, Biblios	2-3-4	6-7
Morale Studies	5-6	3-4
Motivation Studies	5-6	6-7
Performance Studies	7	1

Leadership Studies rank first under books/disserations and are second only to Performance Studies under articles/papers. Performance-Effectiveness Studies ranked last under books and first under articles/papers. In fact, 39% of all articles/papers selected as intragroup communication were subclassified as relevant to the performance-effectiveness theme. After these two leading subclasses came Adaptiveness-Innovation Studies, Communication Studies, and Morale Studies, with Motivation Studies being least popular in the works selected.

Table 3 (page 27) presents the names of authors relevant to each of the subclasses of Intragroup Communication in Organizations; and the commentary below furnishes a guide and overview as to the contents and findings of selected works.

Morale Studies:

Books and Dissertations: *Howe* (FS) studies the construct of group climate and finds that climate responses are more a function of group membership than person-type or person-group interaction; *Anderson* (LS) explores a complex model of group cohesion concluding that success-failure and participation opportunity are primary antecedents of cohesion, while intrinsic rewards and pay condition are secondary determinants.

Articles, Papers, and Reports: *Dawes* (LS) uses an empirical game to analyze an individual's tendency to behave in an anti-group manner, giving attention to the role of communication and the expectations individuals have of others; *Hill* (LS) reports that opinionated leadership is a barrier to the achievement of group consensus, and that no relationship is present between opinionated leadership and group satisfaction; *Olmstead* (PD) notes that many organizational problems are due to the failure of leaders to provide work-context conditions that are conducive to effective performance; *Hauser* (FS) observes faculty-student interactions in small groups and describes the faculty members' attempts to cope with stress.

Table 3

Intragroup Communication in Organizations—1976
Classification of Authors
by Subclass, Publication Format, and Nature of Research

Subclasses	Books & Dissertations	Articles, Papers, Reports
Morale Studies:	Anderson. . . . . LS	Dawes . . . . . LS
	Howe . . . . . FS	Hauser . . . . . FS
		Hill . . . . . LS
		Olmstead. . . . . PD
Performance-Effectiveness Studies:	Kaderbek. . . . . LS	Blades . . . . . FS
		Grey . . . . . FS
		Hackman. . . . . LS
		Liddell . . . . . LS
		Lord . . . . . LS
		Murnigham. . . . . LS
		Nogami. . . . . LS
		Schlenker . . . . . LS
		Staw . . . . . LS
		Steufert . . . . . LS
		Uhlaner. . . . . FS
		Wagner . . . . . FS
Adaptiveness-Innovation Studies:	Broddwell . . . . . FS	Farris. . . . . FS
	Fulton . . . . . LS	Foy. . . . . PD
	Van de Ven . . . . TC	O'Keefe . . . . . FS
		Stoll . . . . . LS
Leadership Studies:	Bartol. . . . . LS	Beach. . . . . LS
	Cave . . . . . LS	Fodor. . . . . FS
	Coon . . . . . FS	Hollander . . . . . LS
	Eskilson . . . . . LS	Lecuyer . . . . . LS
	Liff . . . . . TC	Lundgren. . . . . FS
	Maher. . . . . LS	Mitchell . . . . . LS
	OH . . . . . FS	
	Ralsky . . . . . LS	
	Shalala . . . . . LS	
Communication Studies:	Eckhart. . . . . LS	Decker . . . . . PD
	Falk. . . . . LS	Diehl . . . . . PD
	Pelofsky . . . . . FS	Jay . . . . . PD
Motivation Studies:	Summers . . . . . FS	Farr. . . . . LS
	Whiting. . . . . LS	
Texts:	Bradford Kreeger	
Anthologies:	Cooper	
Bibliographies:		Petty

Performance [Conformity to Plans/Effectiveness] Studies:

Books and Dissertations: *Kaderbek* (LS) concludes that individuals are more conforming on a group task when they are aware of each others' previous performance and when they receive credible feedback.

Articles, Papers, and Reports: *Blades* (FS) reports research considering the influence of intelligence, task ability, and motivation on group performance; *Grey* (FS) studies the influence of organizational context on performance appraisal processes, and finds that the greater the proportion of noncompliant workers in a unit, the more favorable the supervisor's judgments of compliant workers; *Hackman* (LS) explores the interaction of task design and group performance strategies in determining group effectiveness; *Liddell* (LS) investigates the effects of differential degrees of compatibility between group members' personalities and the behavioral requirements of their roles, as it relates to group performance; *Lord* (LS) attempts to develop a cognitively based theory specifying the relations among task structure, leadership behavior, and group performance; *Schlenker* (LS) reports results of laboratory research on how individuals perceive their group's dynamics when group performance and amount of group dissent vary; *Staw* (LS) concludes that knowledge of group performance affects members' attributions of influence, cohesiveness, communication, motivation, and openness to change, so that self-report data concerning organizational characteristics may represent the consequences rather than the determinants of performance; *Uhlaner* (FS) discusses research by the U.S. Army on how group effectiveness is related to leadership, making a distinction between cognitive and noncognitive aspects of human performance (factual vs. emotional judgments); *Murnighan* (LS) examines the effects of leadership involvement and importance of task on subordinates' performance, finding that both independent variables increase productivity and satisfaction; *Nogami* (LS) studies the influence of room size and group size on group task performance from dense to less dense areas but does find differences in moods and attitudes; *Steufert* (LS) reports on the factors contributing to task group effectiveness under various stress conditions; and *Wagner* (FS) identifies the conditions strengthening or weakening the quality of communication in conferences.

Adaptiveness and Innovation Studies:

Books and Dissertations: *Fulton* (LS) reports several conclusions in a study of self-actualization and attitudes toward risk-taking behaviors following small group discussions, including that individuals are willing to take greater risks when others share similar views; *Broddwell* (FS) compares the interactions

in small groups of managers with those in similar groups of non-managers in decision-making situations and finds significant differences; and *Van de Ven* (TC) analyzes a variety of group decision-making methods, including the traditional discussion method, Delphi Technique, and the Nominal Method approaches.

Articles, Papers, and Reports: *Farris* (FS) studies the effect of individual roles on performance in innovative groups, noting a high rate of peer exchange of new ideas and that supervisors of such groups were more critical, naming outside sources more than internal sources for the acquisition of suggestions; *O'Keefe* (FS) finds that group cohesiveness is an important factor in the adoption of innovations among scientific work groups; Brief (PS) tells how the chances for acceptance on a proposal may be enhanced by an understanding of the variables that influence group decisions; *Foy* (PD) contrasts the manner in which Sweden, Great Britain, and the United States are giving workers greater involvement in decision-making; and *Stoll* (LS) explores the effects of four communication modes on the structure of language used during cooperative problem-solving.

Leadership Studies:

Books and Dissertations: *Bartol* (LS) studies male vs. female leaders of small work groups in respect to leader performance and follower satisfaction; *Cave* (LS) analyzes the effects of trained discussion leaders on group problem solving, outcomes, and participant satisfaction, and finds that teams led by trained discussion leaders did not have better results; *Coon* (FS) employs experimental and control groups in a field study to determine effects of an orientation program on leadership skills as measured by style, problem-solving, group facilitation, and communication. Findings indicate a significant difference from pre to posttest for the experimental group; *Eskilson* (LS) considers sex composition and leadership in small groups and finds that both sexes concentrated more on leading when with a sexually homogeneous group, and conflict was greatest when a male was leader of a mixed-sex group; *Liff* (TC) deals with leadership of therapeutic groups in settings ranging from the workplace to the therapist's office; *Maher* (LS) employs Fiedler's situational variables in a laboratory study of leadership behavior in task-oriented small groups; *OH* (FS) finds verification for a leadership theory predicting high-power, high-affection style to be most effective in oriental society (Korean Industrial Firm),

as against moderate-power, high-affection style found to be most productive in western society; *Ralsky* (LS) compares participative leaders to authoritarian leaders and finds that groups led by participative leaders are more satisfied, cohesive, committed, and perceive themselves better problem solvers than groups led by authoritarian leaders; *Shalala* (LS) explores obedience by subordinates to unlawful superior orders in military groups and concludes that obedience to unlawful orders is likely to occur because the soldier cannot perceive the illegitimacy of illegal orders.

Articles, Papers, and Reports: *Beach* (LS) examines the validity of Fiedler's theoretical weights of situational favorability (group atmosphere, task structure, and position power), and investigates the correspondence between situational favorability and measures of psychological uncertainty; *Fodor* (FS) concludes that supervisors subjected to group stress have a significantly greater tendency toward authoritarian modes of control; *Hollander* (LS) reports results of experiments concerning the relative influence of leaders and members in discussion groups, and finds that feedback to the group regarding task success or failure does have an impact on leader influence within the group; *Lecuyer* (LS) describes experiments with small work-groups meeting at rectangular tables and circular tables, indicating how the difference in spatial organization affects the leadership; *Lundgren* (FS) tests the hypothesis that favorability of member attitudes toward the T Group trainer and the group is a function of similarity of members' control and affection needs with the trainer's, and finds the hypothesis is not confirmed.

Mitchell (LS) hypothesizes that perceptions of good group performance positively affects leader behavior scores, as registered by the Leader Behavior Description Questionnaire (Stogdill, 1963) and the Situational Favorableness Survey (Fiedler, 1967).

Communication Studies:

Books and Dissertations: *Eckhart* (LS) studies the communication behavior of dependent and counterdependent members of structured small groups, and finds no significant relationship between dependency characteristics and task or maintenance communication; *Falk* (LS) reports on a study of perspective-taking groups (putting self in place of other to understand) versus self-presentation groups (evaluating other's

information from own viewpoint), indicating that perspective-taking groups are more cooperative and creative with greater satisfaction, trust, attraction, and valuing of diversity among group members; and *Pelofsky* (FS) examines the nonverbal aspects of small group interaction analysis, and finds that 31 percent of school board members are incongruent in their verbal and nonverbal behaviors.

Articles, Papers, and Reports: *Decker* (PD) furnishes guidelines on why, when, and how to form a committee, and ways to ensure that the group produces an effective report; *Diehl* (PD) indicates that feedback is a requirement for effective communication within the R&D team; and *Jay* (PD) reviews the fundamentals for running a successful meeting, including preparation, chairperson's job, structure of group discussion, conducting the meeting, and follow-up procedures after meeting.

Motivation Studies:

Books and Dissertations: *Summers* (FS) finds four positive factors contributing to the level of group commitment to a collaborative development project (personal satisfaction, self-interest, group climate, management support), and concludes that task force members must see a value to themselves if they are to be highly committed; and *Whiting* (LS) studies the effect of seven different reward systems on group productivity, and finds that productivity is affected by the manner in which the group divides external rewards, unequal rewards based on competition being most productive while equal distribution is the least productive.

Articles, Papers, and Reports: *Farr* (LS) examines the effects of individual incentives and group incentives, using three-person groups, and concludes that current conceptions of pay inequity may have to be modified.

Texts, Anthologies, Bibliographies, and Reviews:

Books and Dissertations: *Kreeger* (Text) discusses psychodynamics of large groups with major emphasis on large groups as a therapeutic device; *Bradford* (Text) presents a guide for leaders and their group members, including appendices of experiential techniques; and *Cooper* (Anthology) brings together contributions from different authors on the subjects of interpersonal trust in the group process, and group and organizational team building.

Articles, Papers, and Reports: *Petty* (Bibliography) presents a review of the feelings of counselors as to the best size for groups. An accompanying bibliography is included.

Intergroup Communication in Organizations

Nineteen books and 44 articles/papers relate to Intergroup Communication in Organizations. Books accounted for 6% of all books and dissertations, and articles/papers were 8% of all articles, papers, and reports.

The frequency of specific subclasses is shown below:

Subclass	Books		Articles/Papers	
	Quantity	Percent	Quantity	Percent
Group to Group Interface Within the Organization:				
—Vertical	6	32	9	20
—Horizontal			6	14
—Other: Age, Race, Attitude	1	5	4	9
SUBTOTAL	7	37	19	43
Organization to Organization Interface:				
—Management-Union	4	21	12	27
—Industry-Government			1	2
—Government-Government			2	5
—Other: Consultants, etc.	2	10	2	5
SUBTOTAL	6	31	17	39
Organization to Community Interface:	2	11	8	18
Anthologies and Reviews	4	21		
TOTALS	19	100	44	100

Group to Group Interface Within the Organization and Organization to Organization Interface are almost equally represented under books/dissertations and articles/papers. Within these large subclasses, Vertical Group to Group Interface is the most popular subject in the book format, while Management-Union Organization to Organization Interface is the most popular topic in the articles/papers format. In addition, it is noteworthy that the articles/papers format shows a relatively high level of popularity in respect to themes classified as Organization to Community Interface, and Horizontal Group to Group Interface Within the Organization.

Table 4 (page 34) presents the names of authors relevant to each of the subclasses of Intergroup Communication in Organizations; and the commentary below furnishes a guide and overview as to the contents and findings of selected works:

Group to Group Interface Within the Organization:

Books and Dissertations: *Bush* (FS), *Chamberlain* (FS), and *Huddleston* (FS) each study the intergroup relationships of school principals and teachers, giving much attention to the factor of teacher participation in decision making; *McBride* (FS) examines the role of school superintendents and concludes that perceptions of school board presidents and superintendents differ significantly in the area of curriculum development and curriculum implementation; *Spiesman* (FS) studies the roles of policymakers (superiors) and information suppliers (subordinates) in state legislatures and finds relationships to be informal and colleague-like and not subject to the tendencies of formal organizations to inhibit information flows; *Ruach* (FS) indicates the role of communication in the implementation of change involving a Central Church and 49 local level churches; and *Fernandez* (FS) provides a sociological study of black managers in traditionally white corporations, including consideration for the communication problems in this kind of organizational setting.

Articles, Papers, and Reports: In the area of vertical group-to-group communication, *Adams* (TC) relates teacher alienation to the degree of their participation in decisions governing their work, and the administration-teacher negotiation is seen as a means of increased teacher input; *Garberina* (FS) examines the variables affecting relationships between principals, superordinates, and subordinates as they relate to the implementation of policy decisions; *Kramarsky* (PD) explains the role of the ombudsman in a life insurance company, acting as a liaison between employees and supervisors, while creating new lines of communication and improving morale.

McDonald (PD) outlines how the Freedom of Information Act affects interpersonal relations and morale of the soldiers and officers of the U.S. Army; *Tagliaferri* (PD) proposes that management undertake extensive employee communication programs on basic business economics so as to offset an anti-free enterprise attitude of workers; and *Sullivan* (PD) describes a program of meetings between management and "bluecollar"

Table 4

Intergroup Communication in Organizations—1976 Classification of Authors by Subclass, Publication Format, and Nature of Research

Subclasses	Books & Dissertations	Articles, Papers, Reports
Group to Group Interface Within the Organization:	Bush . . . . . FS	Adams . . . . . TC
	Chamberlain . . . . FS	Garberina . . . . . FS
—Vertical	Huddleston . . . . FS	Goddu . . . . . PD
	McBride . . . . . FS	Kramarsky . . . . . PD
	Ruach . . . . . FS	McDonald . . . . . PD
	Spiesman. . . . . FS	Sullivan. . . . . PD
		Tagliaferri . . . . . PD
		Trotta . . . . . PD
—Horizontal		Alderfer . . . . . FS
		Christensen . . . . . PD
		Hafeez . . . . . FS
		Steelman . . . . . PD
		Stern . . . . . LS
		Willcoxen . . . . . FS
—Other	Fernandez . . . . . TC	Aldag . . . . . FS
		Cangemi . . . . . FS
		Sayton . . . . . TC
		Shull . . . . . FS
Organization to Organization Interface:	Esser . . . . . LS	Bigoness . . . . . LS
	Massengill . . . . . FS	Bosnan . . . . . FS
—Management-Union	Poole . . . . . PD	Garvey . . . . . FS
	Weber. . . . . FS	Hartman . . . . . PD
		Klimoski . . . . . LS
		Kochran . . . . . FS
		Mosher . . . . . PD
		O'Connell . . . . . TC
		O'Neill . . . . . TC
		Rollins . . . . . PD
		Shapira . . . . . FS
		Wildman . . . . . PD
—Industry-Government		Borklund . . . . . PD
—Government-Government		Haneda . . . . . PD
		Harcleroad . . . . . TC
—Other	Mejia . . . . . FS	Cherns . . . . . PD
	Swisher. . . . . FS	Lippitt . . . . . PD
Organization to Community Interface:	Bizzell . . . . . TC	Atlanta Housing. . . . PD
	Lance. . . . . FS	Begtrup. . . . . TC
		Bowes . . . . . PD
		Borbour . . . . . PD
		Movshovitz. . . . . PD
		Murray . . . . . PD
		Sung . . . . . LS
		Wilmington Housing . PD
Anthologies	Bent Negandhi Yoder	
Reviews	Rubin	

people of a Connecticut company with the purpose of "tearing down the barriers."

In the area of horizontal group-to-group communication, *Alderfer* (FS) reports on the effectiveness of a "microcosm group" charged with improving communication among and within hierarchical levels; *Christensen* (PD) studies the problems of small project management in the U.S. Army, and suggests that maximum support from other departments can be obtained through improved communication and planning; *Hafeez* (FS) notes that interorganizational communication is inversely related to interorganizational conflict, and that the number of input transactions has a significant influence on conflict; *Steelman* (PD) discusses the intergroup meeting as a possible solution to intergroup conflict, providing a four-step process for the conduct of such meetings; *Stern* (LS) reports that groups with conflict management strategies (superordinate goals and exchange of members) differ significantly from groups lacking such strategies in their evaluations of conflict likelihood; and *Willcoxen* (FS) describes the integrated management system of AT&T, formed to improve relationships within the organization, provide unity, and improve performance.

Other writings concerned with group-to-group communication within the organization concentrate on race groups, age groups, and attitudes of groups. *Aldag* (FS) compares older and younger workers' reactions to enriched jobs and finds no differences thereby refuting the stereotype that older employees place more importance on extrinsic rewards (pay, security) than do younger employees; *Saxton* (TC) discusses the variables associated with prejudice and relates these to intergroup relations; *Shull* (FS) compares the black supervisor to the white supervisor in respect to attitudes toward role conflict and disciplinary action and finds that the organizational setting socializes members so as to minimize differences; and *Cangemi* (FS) compares the needs of anti-company and pro-company employees, suggesting a program rewarding to each group.

Organization to Organization Interface:

Books and Dissertations: Four works concentrate on relationships of management and unions. *Esser* (LS) studies the effects of prior success or failure on subsequent bargaining and finds that individuals become more demanding after an initial failure; *Massengill* (FS) investigates the relationship of intrinsic and

extrinsic factors to anticipated job satisfaction and attitudes toward labor unions; *Poole* (PD) describes union-management techniques designed to extend worker control over decisions in organizations; and *Weber* (FS) concludes that significant perceptual differences do exist on the part of board chairmen, superintendents, principals, and local teacher organization presidents as to the role of principals in labor negotiations.

Mejia (FS) develops a communication process model involving a group of high schools and a university in Columbia, S.A., and finds that a coordinating agency at the university is needed to channel aids to the secondary schools; and *Swisher* (FS) concludes that factors positively related to academic librarians' participation in professional communication activities are educational attainment, publication activity, administrative responsibilty and experience, and that age, sex, marital status, and job mobility are not related to professional communication participation.

Articles, Papers, and Reports: In the area of management-union communication, *Eigoness* (LS) conducts laboratory experiments examining the impact of four alternative modes of third-party intervention to resolve bargaining impasses, and concludes that the superiority of the mode varies with the intensity of the conflict; *Bosnan* (FS) finds that managers and union officers do not accurately estimate work preferences for pay and fringe benefits; *Klimoski* (LS) studies the effects of anticipated intervention on the negotiation process; *Wildman* (PD) analyzes the language employed in the model collective bargaining agreement of teacher organizations; *Mosher* (PD) emphasizes that managers should be aware of the procedures used in handling grievances, and furnishes details concerning the many communication variables involved in grievance meetings with union representatives; *O'Connell* (TC) attempts to identify the factors in negotiations that cause impasse, and finds support for the hypothesis that there is a difference in the perceptions of teacher leadership and school boards concerning impasse factors; and *Garvey* (FS) describes the joint training of 1,474 managers and 683 union representatives in the Minnesota state government for the purpose of reducing the incidence of grievances and conflicts.

Borklund (PD) contends that businessmen do an ineffective job of communicating their case to Congress regarding proposed legislation and explores the basis for this opinion; *Haneda* (PD)

compares Japanese and American cooperation in business communication studies; *Harcleroad* (TC) maintains that there is a need to develop levels of decision-making and distribute authority between state regulating agencies for higher education and the educational institutions; *Cherns* (PD) reviews communication problems in the client-consultant relationship; and *Lippitt* (PD) divides the consulting process into four phases, supplying several work actions for each phase.

Organization to Community Interface:

Books and Dissertations: *Bizzell* (TC) develops a communication model of financial reporting and discusses relevant communication concepts and principles; and *Lance* (FS) explores the communication aspects of public hearings and finds that speakers are satisfied as long as commissioners seem to be listening.

Articles, Papers, and Reports: *Atlanta Housing Authority* (PD) describes a communications management system to improve the handling of written and verbal resident complaints; *Bowes* (PD) analyzes the social variables in public participation and acceptance of regional development (West River Region, North Dakota), including the role of public relations, communications management, and information systems; *Borbour* (PD) suggests how administrators and elected officials can communicate for mutual support to improve efficiency and productivity; *Movshovitz* (PD) presents the essentials of a school public relations program and discusses the need for school leadership to constantly communicate with the public; *Sung* (LS) finds that decision-making is influenced by the level of attitude similarity of participating parties representing different groups; and the *Wilmington Housing Authority* (PD) provides details on a public relations program consisting of a monthly newsletter for residents and a quarterly report for local leaders in government, industry, labor, and the private sector.

Texts, Anthologies, Bibliographies, and Reviews:

Books and Dissertations: *Bent* (Anthology) brings together 19 articles relative to urban administration, including collective bargaining, interagency relationships, and citizen satisfaction; *Negandhi* (Anthology) provides a collection of articles relative to organization-environment interface, intergroup interaction, and the interorganizational field; *Yoder* (Anthology) includes

seven studies covering different aspects of the problem of reconciling management by objectives with labor union and employee goals; and *Rubin* (Review) provides an overview of labor bargaining and negotiation research from 1960 to the present.

Communication Factors and Organization Goals

Eighty-five books and 89 articles/papers relate to Communication Factors and Organization Goals. Books accounted for 24% of all books and dissertations, and articles/papers were 17% of all articles, papers, and reports.

The frequency of specific subclasses is shown below:

Subclass	Books		Articles/Papers	
	Quantity	Percent	Quantity	Percent
Morale Studies	21	25	24	27
Performance-Effectiveness Studies	18	21	20	22
Adaptiveness-Innovation Studies	17	20	16	18
Leadership Studies	14	16	9	10
Communication Studies	2	2	-	-
Motivation Studies	3	4	16	18
Texts, Anthologies, Reviews	10	12	4	5
TOTALS	**85**	**100**	**89**	**100**

The frequency rank order of books as compared to articles/papers is almost identical, with Morale Studies being most popular in each publication format, followed closely by Performance Studies and Adaptiveness-Innovation Studies, and then by Leadership Studies. Motivation Studies rank sixth out of seven subclasses above for books and third for articles and papers.

Table 5 (Page 39) presents the names of authors relevant to each of the subclasses of Communication Factors and Organization Goals; and the commentary below furnishes a guide and overview as to the contents and findings of selected works.

Morale Studies:

Books and Dissertations: In the area of job satisfaction and communication satisfaction, *Gupta* (FS) studies the impact of performance-contingent rewards and finds that attaching rewards directly to performance will increase job satisfaction; *Lewis* (FS) measures the degree of teacher satisfaction with the

Table 5

Communication Factors and Organization Goals—1976
Classification of Authors
by Subclass, Publication Format, and Nature of Research

Subclass	Books & Dissertations	Articles, Papers, Reports
Morale Studies	Gupta . . . . . FS	Arvey . . . . . FS
—Job Satisfaction:	Lewis . . . . . FS	Bjork . . . . . FS
	Miniter . . . . . FS	Feild . . . . . FS
	Otke . . . . . FS	Gavin . . . . . FS
	Shaw . . . . . FS	Lansbury . . . . . FS
	Shin . . . . . FS	McLaughlin . . . . . FS
	Siegel . . . . . FS	Norten . . . . . FS
	Truog . . . . . FS	O'Reilly . . . . . FS
		Porter . . . . . FS
		Powell . . . . . FS
		Schuler . . . . . FS
		Sheppard . . . . . FS
		Siassi . . . . . FS
		Sims . . . . . FS
		Smart . . . . . FS
		F. Smith . . . . . FS
		Stone . . . . . FS
—Organizational Climate:	Grissom . . . . . FS	Hollman . . . . . FS
	Hughes . . . . . FS	Jones . . . . . FS
	Mangee . . . . . FS	McSweeney . . . . . PD
	Manuma . . . . . FS	Peterson . . . . . FS
	Redmond . . . . . FS	Schwartz . . . . . FS
	Weiser . . . . . FS	Schneider . . . . . FS
		Scobel . . . . . FS
—Leadership Behavior:	Burns . . . . . FS	
	Crates . . . . . FS	
	Galloway . . . . . FS	
	Sikes . . . . . FS	
	M.C. Smith . . . . . FS	
	Surles . . . . . FS	
	Walker . . . . . FS	
Performance-Effectiveness Studies:	Cinco . . . . . FS	Abdel-Halim . . . . . FS
—Leadership Behavior:	Curran . . . . . FS	Beauchamp . . . . . FS
	Buehlmann . . . . . FS	Miskel . . . . . FS
	Davis . . . . . FS	Reimann . . . . . FS
	Simpson . . . . . FS	
—Coordination, Consensus, Conformity:	DeRyke . . . . . FS	Anderson . . . . . FS
	Likert . . . . . TC	Dobbs . . . . . PD
	Rose . . . . . FS	Lee . . . . . TC
	McHugh . . . . . FS	Likert . . . . . PD
		Pennings . . . . . FS
—Rewards and Job Characteristics:	Forrest . . . . . FS	Glaser . . . . . FS
	Graham . . . . . FS	Oldham . . . . . FS
	Lewry . . . . . FS	Schwab . . . . . TC
	Umstot . . . . . FS	Steers . . . . . FS
	Peters . . . . . LS	Umstot . . . . . FS
		Yukl . . . . . FS
—Communication Factors and Other Independent Variables:	Bowman . . . . . FS	Birchall . . . . . FS
	Jackson . . . . . FS	Erez . . . . . FS

Table 5, Continued

Subclass	Books & Dissertations	Articles, Papers, Reports
—Communication Factors and Other Independent Variables: (Continued)	Kim . . . . . FS Spencer. . . . . FS	Schuler . . . . . FS O'Reilly . . . . . LS/FS Herzberg . . . . . PD
Adaptiveness-Innovation Studies:	Billings . . . . . FS	Barndt . . . . . FS
—Participation and Decision-Making:	Burton . . . . . FS Elhaj . . . . . FS George . . . . . FS McEntire . . . . . FS Fluck . . . . . FS Harrell . . . . . FS Lehan. . . . . FS Munro . . . . . FS Palmer . . . . . FS Sweet. . . . . TC Timer. . . . . FS	Crane . . . . . FS Dynes. . . . . FS Harrell . . . . . FS Honeywill . . . . . FS Lischeron . . . . . FS Miskel . . . . . FS
Motivation and Change:	Austin . . . . . FS Dauria . . . . . FS Downey . . . . . FS Rasmussen . . . . . FS Tushman . . . . . FS	Chester . . . . . FS Golembiewski . . . . . TC Goodman . . . . . TC Harari. . . . . FS McMillan . . . . . FS Peterson . . . . . FS Shapero . . . . . TC Walters . . . . . PD Weinman . . . . . FS
Leadership Studies:	Apkarian . . . . . FS	Matsui . . . . . FS
—Leadership Roles and Role Perceptions:	Brown . . . . . FS Falls . . . . . FS Krasnow . . . . . FS Moniot . . . . . TC	Pilla. . . . . TC Tompkins . . . . . FS
—Leadership Style:	Bowman . . . . . FS Chambers . . . . . FS Drexler. . . . . FS Ellis. . . . . FS Espy . . . . . FS Flynn. . . . . FS Hersey . . . . . TC Mikols . . . . . FS Reeves . . . . . FS	Bartol. . . . . FS Bons . . . . . FS Green. . . . . LS Hinton . . . . . LS Mai-Dalton. . . . . LS Nealy . . . . . FS
Communication Studies:	Behrman . . . . . TC Rigney . . . . . TC	
Motivation Studies:	Krivonos . . . . . FS	Arnold . . . . . LS
—Intrinsic Motivation:		Stevens . . . . . FS
—Rewards, Incentives, Needs:	Prieto. . . . . FS W.E. Smith. . . . . LS	Dodson. . . . . FS Furukawa . . . . . TC Goodman . . . . . FS Mannheim . . . . . FS Schuler. . . . . FS Scott . . . . . TC Wood . . . . . FS
—Commitment, Involvement, Attachment:		Koch . . . . . FS Porter. . . . . FS Steers. . . . . FS Kanungo . . . . . FS Walter . . . . . FS

Table 5, Continued

Subclass	Books & Dissertations	Articles, Papers, Reports
Motivation Studies (Continued):		
—Differences between Groups:		Newstrom . . . . . TC Shapiro. . . . . FS
Texts:	Gellerman Schneider Vroom Wright	
Anthologies:	Davis Gruneberg Suojanen Williams	
Reviews:	Katzell	Hickerson Telz

communication of 61 selected items and 7 selected channels of communication, including a morale index giving attention to the qualities of clarity, credibility, receptivity, adequacy, and availability; *Miniter* (FS) looks at six elements of job satisfaction, including pay, work, supervision, people, promotion, and total satisfaction, comparing three types of libraries, and finding that staff size has little or no effect; *Otke* (FS) finds that achievement is the major source of both job satisfaction and dissatisfaction, concluding that satisfaction results when functions are accompanied by intrinsic rewards, and dissatisfaction is associated with an absence of either intrinsic or extrinsic rewards; *Shaw* (FS) supplies a comparative analysis of organizational climate and job satisfaction between public and parochial schools, and finds substantial correlations of the variables of leadership and climate with job satisfaction; *Shin* (FS) employs the formula TS=F(PL,TN,S) to express the relationships between teachers' perception of satisfaction with principal's job performance (TS), as a function (F) of principal's leadership style (PL), teacher's need-orientation (TN), and the school situation (S), concluding that the hypothesis is supported; *Siegel* (FS) conducts a comparative investigation of organizational communication practices, and finds that participative organizations have greater communication satisfaction but traditional groups have greater production; and *Truog* (FS) examines employees' attitudes toward work as a function of their value system, concluding that for certain job classifications there is a positive relationship.

In the area of organizational climate, *Grissom* (FS) concludes that the total self-concept of teachers and the perceived degree of closedness of school climate are related—i.e., those teachers who have a lower self-concept rated the school climate more closed; *Hughes* (FS) supports the inclusion of subclimate in the organizational climate model, concluding that organizational climate is consistent across organizational levels but subclimate appears to be specific to organizational level; *Mangee* (FS) finds a high correlation between effective helping behaviors of leaders and organizational climate; *Manuma* (FS) examines organizational climate of 20 elementary schools in American Samoa, classifying the climates as to open, autonomous, controlled, familiar, paternal, or closed, and finds that the interaction patterns of the principal and staff defines the organizational climate, and that the sociographical location of a school has no bearing on the kind of organizational climate a school develops; *Redmond* (FS) studies fifth grade classes and finds that organization climate is not related to teachers' opinion about students, but feels that different results may be disclosed by studies of junior or senior high schools; and *Weiser* (FS) investigates the relationship between organizational climate and teacher morale in four secondary schools, concluding that there is a positive relationship between climate and morale.

In the area of the influence of leadership behavior on morale, or on organizational climate, *Burns* (FS) attempts to show the relationship by a school principal, defined as adaptiveness, and the job satisfaction of teachers; *Crates* (FS) surveys the relationship of school principals' belief systems and the organizational climate of the schools administered. Study concludes that beliefs of principals had no effect on climate, but calls for more research; *Galloway* (FS) finds a positive relationship between teachers' perception of principals' behavior and teacher morale; *Sikes* (FS) finds that "Consideration" (human relations) is significantly related to 8 of 9 morale dimensions, while "Initiating Structure" (task-oriented) is significantly related to 5 morale dimensions; *M.C. Smith* (FS) finds strong support for the hypothesis that a positive relationship exists between the level of teacher morale and the degree to which principals employ a participative management style as perceived by teachers; *Surles* (FS) studies the impact of agreement or disagreement with organization goals and roles, with impact being measured by job stress, job absences, job performance, and job satisfaction;

And *Walker* (FS) finds that teacher morale and leader behavior of school principals have a positive relationship, with the correlation being higher for "Consideration" than for "Initiating Structure."

Articles, Papers, and Reports: In the area of job satisfaction, *Arvey* (FS) finds that goal-clarity planning and participation in goal-setting are linearly and positively related to satisfaction; *Bjork* (FS) conducts an experiment in work satisfaction, and concludes that assembly line workers can assume increased responsibility for controlling the work although such a change requires extensive learning; *Feild* (FS) indicates that negative policy change information should be presented before favorable policy change information for the reason that a negative change exerts a more pronounced influence on members' satisfaction;

Gavin (FS) hypothesizes that workforce satisfaction may be influenced by the degree to which the organization fulfills societal "obligations," and finds that employees who view the organization as "fair" in handling societal issues also perceive it as equitable in the employee reward system; *Lansbury* (FS) utilizes job categories and age as factors influencing significantly different attitudes and job satisfactions; *McLaughlin* (FS) analyzes the effects of communication isolation on job satisfaction, finding that bank tellers with little face-to-face communication differ significantly from other bank tellers in expressed attitude toward pay, promotion, supervision, work, and co-workers; *Norten* (FS) studies participation and satisfaction, concluding that job satisfaction is correlated with employee-centered management and participation;

O'Reilly (FS) examines the relationships of personality, status, and job satisfaction, concluding that structural characteristics (e.g., status) are more directly linked to job attitudes than personality traits; *Porter* (FS) summarizes the findings of a long-term research project designed to examine attitudinal and behavioral aspects of a person joining and remaining employed by the organization, and the person's degree of attachment while employed; *Powell* (FS) studies employee attitudes in a dispersed organization (a municipal fire department on a work-shift rotation) and finds a significant positive correlation between satisfaction and motivation, and a significant negative correlation between alienation and coordination;

Schuler (FS) relates role perceptions with job satisfaction, in reference to organization levels, finding that role ambiguity has

a greater negative relationship than role conflict with job satisfaction at higher levels, but role conflict has a greater negative relationship than role ambiguity with job satisfaction at the lower levels; *Sheppard* (FS) maintains that the nature of job tasks affects frequency of job satisfaction; *Siassi* (FS) considers aging workers and job satisfaction, reporting that workers over 40, compared to workers under 40, are more satisfied with their jobs and evidence significantly fewer psychiatric symptoms; *Sims* (FS) concludes that positive reward behavior on the part of supervisors is positively related to subordinate satisfaction; *Smart* (FS) indicates that different environments result in different weightings of various components predicting satisfaction; *F. Smith* (FS) reports on ten-year job satisfaction trends in a stable organization involving blue and white collar workers; and *Stone* (FS) explores the relationship between values (e.g., the Protestant Ethic), the work itself, and job satisfaction, concluding that neither the Protestant Ethic nor any of its components changes the relationship between the work itself and job satisfaction.

In the area of organizational climate, *Hollman* (FS) finds significant positive relationships between a supportive climate in a manager's workgroup and the assessment of MBO (Management by Objectives) effectiveness; *Jones* (FS) reports results of an investigation concerning the dimensions and relationships of organizational climate based on responses regarding perceived work environment by 4,000 Naval enlisted men; *McSweeney* (PD) discusses rumors as an enemy of organization morale, and suggests rumor control techniques; *Peterson* (FS) analyzes the effect of technological processes on organizational climate, concluding that, for the Norwegian firms studied, organizational climate is more open in small batch and process technologies than in mass assemblies;

Schwartz (FS) indicates that managers have a strong preference for open characteristics of organizational climate, and this is increased by greater familiarity with behavioral science theories of management; *Schneider* (FS) compares climate expectations and realizations in a study that correlates climate expectations and preferences of a new employee with the climate reality experienced a year after the individual enters the organization; and *Scobel* (LS) provides a case study in creating a responsive work climate where desires for job enrichment can be fulfilled.

Performance-Effectiveness Studies:

Books and Dissertations: In the area of leadership influence on performance, *Cinco* (FS) finds a significant relationship between leadership and climate, and between leadership and productivity (entrance exam scores), concluding that "Initiating Structure" is the dominant factor in predicting productivity; *Curran* (FS) studies the impact of leadership style on satisfaction and performance, finding that subordinate performance is a far more important determinant of leadership behavior than the opposite condition;

Buehlmann (FS) works with staff public accountants and concludes that the prime predictor of performance is the perception of rewards following good performance, and only after this variable is controlled does the Initiating Structure dimension of leader behavior relate to performance measures; *Davis* (FS) indicates that the management system is positively related to organizational performance, though not statistically significant, and the management system is significantly related to organization climate which is positively related but not significantly related to performance; and *Simpson* (FS) assesses the correlation between leadership style, subordinate satisfaction, and performance in the small business setting, indicating that both satisfaction and performance are influenced by the congruence of the subordinate with the leader and workgroup in respect to demographics, attitudes, and values.

In the area of the influence of coordination, consensus, and conflict on performance and effectiveness, *DeRyke* (FS) asserts that the degree of internal consensus concerning organizational goals is positively associated with organizational effectiveness; *Likert* (TC) provides guidelines for managing conflict more constructively so as to gain creative and effective solutions; *Rose* (FS) concludes that the relationship between teacher/administrator conflict and performance tends to be positive, while an inverse relationship exists between teacher/teacher conflict and performance; and *McHugh* (FS) judges the degree of consensus as to goals and strategies among community college personnel by utilizing the Delphi Technique, and finding a substantial degree of agreement.

In the area of motivational theory and performance, and the influence of job characteristics, intrinsic and extrinsic rewards on effectiveness, *Forrest* (FS) reports that the perceived influence of the supervisor in granting salary increases is positively

related to performance; *Graham* (FS) employs the concept of "Extra Required Work Behavior," meaning the behavior exhibited in the workplace other than that specifically required, and indicates that it is negatively related to absence and tardiness and positively correlated with satisfaction; *Lewry* finds a relationship between job characteristics (task significance, skill variety, autonomy, feedback from job) and job behavior in the form of internal motivation, general satisfaction, and performance; *Umstot* (FS) concludes that individuals working in enriched jobs are significantly more satisfied and the presence of specific task goals results in higher productivity; and *Peters* (LS) provides an experimental demonstration of the effects of expectancy theory variables on work behavior, finding that the theory components do predict performance.

Other works in which performance is treated as a dependent variable: *Bowman* (FS) concludes that while openness of climate is a desirable organizational goal, there is no conclusive evidence that it will result in better pupil performance, noting that other factors, as socio-economic status of students, have a stronger influence; *Jackson* (FS) finds that the more accurate the subordinates' perception of supervisor values, the higher the overall success on the job; *Kim* (FS) reports the effect of feedback on performance and job satisfaction, giving attention to different modes of feedback and reinforcement theory, concluding that job performance is improved as a result of feedback; and *Spencer* (FS) studies the effects of participation on satisfaction and productivity, finding that participation relates positively and significantly to satisfaction but not to productivity.

Articles, Papers, and Reports: In the area of leadership behavior and performance, *Abdel-Halim* (FS) examines some personality determinants of the effects of participation and concludes that future research may reveal that participation in decision-making influences subordinates' attitudes toward their supervisors but not necessarily toward the work itself; *Beauchamp* (FS) presents a longitudinal study observing the effects of curriculum engineering, climate, and leadership on teachers' performance and student achievement; *Miskel* (FS) hypothesizes that work motivation, attitudes, behavior, and perceptions of others, as leader style concepts, and school climate, as a situational construct, are linearly, and curvilinearly related to subordinate, superordinate, self, and organizational effectiveness criteria; and *Reimann* (FS) in a study of management's public

values and effectiveness, finds that organizational competence (executive ratings of organizational performance and executive turnover) is related to management's values regarding the firm's publics, such as customers, suppliers, employees, and government, and is not related to situational variables as size, structure, or technology.

In the area of the influence of coordination, consensus, and conflict on performance and effectiveness, *Anderson* (FS) finds that perceived stress and organizational performance display a curvilinear, nearly inverted U relationship; *Dobbs* (PD) discusses how to improve productivity through the use of programs of job problem analysis, performance appraisals with objectives, and management training; *Likert* (PD) counsels that a good way to improve cost performance, and not lose productivity, is to use cross-functional teams and adapt a style of management that limits departmentalization and specialization; *Pennings* (FS) employs six coordination variables and seven effectiveness variables to conclude that the frequency of meetings, degree of participation in decision-making, and group effort are important factors in organizational effectiveness.

In the area of motivational theory and performance, and the influence of job characteristics, intrinsic and extrinsic rewards on effectiveness, *Glaser* (FS) describes a project assessing the relationship between the quality of worklife, productivity, and satisfaction; *Oldham* (FS) examines the relationships between internal work motivation and job performance in terms of the moderating effects of individual growth needs, satisfaction, and various job characteristics, concluding that there is a positive relationship between the measure of internal motivation and employees' rated work qualtiy, quantity, and effort; *Steers* (FS) reports that performance is significantly related to both satisfaction and involvement for employees with a high need for achievement, but no relationship is present for employees with a low need for achievement; *Umstot* (FS) describes the effects of job enrichment and task goals on satisfaction and productivity, supplying implications for job design; and *Yuki* (FS) studies the effectiveness of different performance incentives on worker performance, concluding that persons with strong security needs and low advancement needs are not in favor of having their pay based upon performance, and that a continuous reinforcement schedule is more effective in improving worker performance than a variable ratio schedule.

In other works wherein performance is treated as a dependent variable, *Birchall* (FS) examines job attributes, job attitudes, and performance, and reports a positive relationship between workers' perceptions of their jobs in terms of desirable attributes and the workers' behavior; *Erez* (FS) writes on feedback and goal-setting performance relationships, concluding that there is support for the hypothesis that feedback and goals are interactively related to performance, and that the relationship between goals and performance is significantly higher when feedback is present; *Schuler* (FS) studies four types of organizational communication (informative, regulatory, status quo, integrative) in relation to employee satisfaction and performance, noting that organizational level is a significant moderating variable between types of communication and satisfaction or performance; *O'Reilly* (LS, FS) presents a laboratory and field study of information distortion in upward, lateral, and downward communication, giving attention to the relevance of such distortion to decision-making, job satisfaction, and performance; and *Herzberg* (PD) calls for further research on the meaning of work attitudes, rather than continuous attitude measurement, so as to develop programs that provide a link between individual satisfactions and productivity on the job.

Adaptiveness-Innovation Studies:

Books and Dissertations: In the area of decisions, decision-making processes, and participation, *Billings* (FS) compares traditional school organization patterns (principal and assistant principals) to a participative management team pattern of leadership and reports how the difference in patterns affect decisions as to the use of educational learning resources; *Burton* (FS) presents a study in perceived (actual) vs. desired participation in decision-making, and recommends that administrative personnel develop an awareness as to the varying needs of teachers to participate in educational decision-making; *Elhaj* (FS) describes the Popular Committee System in Libyan public administration including the participation, communication, and leadership methods;

George (FS) provides a study of participating management in a regionally decentralized school system in respect to the frequency and quality of participation in decision-making events, and concludes that decision-making remains with top-level and middle management, participation by lower-level personnel not

being frequent; *McEntire* (FS) finds a significant relationship between organizational structure and teacher participation in school decision-making; *Fluck* (FS) compares male and female perceptions of decisions made by higher level administrators, concluding that decisions by same sex teams are superior to decisions by opposite sex teams and that sex of decision-maker does make a difference in the rating of decisions; *Harrell* (FS) is concerned with information adequacy for decision-making and concludes that a management control system has the primary function of providing managers with information to enable them to make decisions in consonance with organizational goals;

Lehan (FS) studies decision-making in a public agency through an analysis of communications as a basis for developing a model of organizational decision-making patterns; *Munro* (FS) examines the effectiveness of decision analysis (top-down) method versus the data analysis (bottom-up) method for determining management's information requirements for decision making; *Palmer* (FS) supplies a study of decision-making in a large urban school system, recommending that implementation responsibility should be well-defined and communicated, criteria for judging the implementation should be specified, and provision should be made for the timely flow of information concerning the implementation of a decision; *Sweet* (TC) describes and evaluates the effectiveness of decision-making in four crises of the Eisenhower Administration; and *Timer* (FS) examines the effects of introducing participatory management, finding that increased participation does move work units in direction predicted by Likert, with communication and decision-making being more significant than leadership, motivation, goal-setting, and control.

In the area of innovation, innovative behavior, and receptivity to change, *Austin* (FS) identifies characteristics associated with innovativeness, applying the analysis to industrial relations; *Dauria* (FS) analyzes the communication required to establish an innovation with the communication necessary to sustain that same innovation, concluding that the period of innovation adoption and the period of innovation maintenance require entirely different communicative behaviors on the part of the innovators; *Downey* (FS) studies the suggestion systems of a state government and finds that the desire to make a change may be as important to employee motivation to participate as is recognition or financial reward; *Rasmussen* (FS) finds significant

positive relationships between two climate dimensions (trust, consideration) and teachers' perceptions of organizational receptivity to change, and finds significant negative relationships between three climate dimensions (aloofness, production emphasis, hindrance) and teachers' perceptions of organizational receptivity to change; and *Tushman* (FS) presents a case study exploring the methodology of changes in one organization.

Articles, Papers, and Reports: In the area of decisions, decision-making processes, and participation, *Barndt* (FS) examines the effect of a decision maker's education and experience on the decision-making process and concludes that there is a tendency toward difference of choice for individuals with different education and experience backgrounds; *Crane* (FS) presents the case for participative management (PM) by surveying executives who have successfully used PM and offering guidelines for skilled implementation of PM;

Dynes (FS) analyzes the role of organizational communications with respect to decision-making in crises, and presents propositions using decision-making and communication both as independent and dependent variables; *Harrell* (FS) discusses participative decision-making as an effective strategy to improve job performance and employee attitudes when organization members have a high need for independence in an environment of uncertainty and changing technology; *Lischeron* (FS) finds that attitudes toward participation are positively related to job satisfaction; and *Miskel* (FS) finds no support for the hypothesis that risk propensity increases after group discussion.

In the area of innovation and change, innovative behavior, and receptivity to change, *Chester* (FS) discusses the reorganization of the British National Health Service, including the introduction of decision-making based on consensus rather than hierarchical status; *Golembiewski* (TC) notes that change is not a singular concept, and suggests three kinds and their characteristics; *Goodman* (TC) describes an "adaptive-coping" cycle, analyzes six stages of change, and presents eleven recommendations for facilitating change; *Harari* (FS) surveys top managers in multinational corporations and concludes they are unfamiliar with the intricacies of planned change and are skeptical of the prospects for its success; *McMillan* (FS) reports on the failure of a university-based change project, concluding that organizational change theories may be viable for goals like the improvement of teaching-learning, but have limitations in effecting social changes

(e.g., increasing community participation) influenced by political realities; *Peterson* (FS) describes Swedish experiments in job reform and improvement of work environment, emphasizing that organizational change is more complex than commonly believed; *Shapero* (TC) explains the innovation process and identifies the resources required, giving special attention to communication; *Walters* (PD) discusses a new model of organizational change, noting that the organization must be looked at as a Gestalt, that many factors must be considered, and that the task of keeping an organization alive is never ending; *Weinman* (FS) reviews the principles of structure for innovative organizations and applies concepts to the New York City Board of Education.

Leadership Studies:

Books and Dissertations: In the area of leadership roles and role perceptions, *Apkarian* (FS) finds that teacher perceptions of leader behavior characteristics of principals tend to be generally consistent with principals' self-perceptions, except in the area of production-emphasis, the difference in mean scores is found to be statistically significant; *Brown* (FS) studies two dimensions of leadership behavior, Initiating Structure and Consideration, and finds that teachers and supervisors are in agreement in their selection of behaviors most important to the role of elementary school supervisor; *Falls* (FS) finds a significant difference in the way teachers and principals perceive 15 out of 18 school leadership climate variables; *Krasnow* (FS) determines the effect of eight situational variables on teachers' expectations concerning principals' behavior, with behavior defined in terms of Initiating Structure and Consideration; and *Moniot* (TC) examines the relationship between leader behavior, type of organization, and role conflict, finding a significant correlation between the two independent variables and the dependent variable of role conflict.

In the area of leadership style, *Bowman* (FS) considers three leadership styles (democratic, autocratic, and transactional, a balance between democratic and autocratic), finding that the predominant self-perceived style is democratic, the anticipated self-perceived style is transactional, and the presence of a problem situation does influence leadership style so leadership style may change from one problem situation to another; *Chambers* (FS) tests the validity of previous research reporting that the

open-minded (democratic) leader is more effective than the closed-minded (autocratic) leader, and finds that residents (subjects) were not significantly affected by the style of leadership of the Head Resident Manager; *Drexler* (FS) indicates the manner in which organizational climate constrains leadership behavior, noting that these constraining effects are different across organizations and levels; *Ellis* (FS) analyzes leader behavior in terms of Consideration and Initiating Structure dimensions and finds no significant relationship of these dimensions with authoritarianism or size of organization; *Espy* (FS) in a study of principals' leadership style and teachers' job satisfaction reports that female principals tend to have a more democratic style than male principals, and that teachers with female principals appear to be more satisfied with their jobs than teachers with male principals;

Flynn (FS) explores the question of effective leadership styles under conditions of stress, and concludes that, under conditions of situation stress (e.g., Catholic high school under threat of closing) leader effectiveness is not related to basic leadership style, but is dependent upon the degree of perceived congruency of a subordinate's and leader's perceptions of the situation; *Hersey* (TC) presents the evolution and status of Situational Leadership Theory, which is intended to help determine the leadership style appropriate at a given time; *Mikols* (FS) tests Fiedler's Contingency Model of Leadership, concluding that this study provides weak support for the model; and *Reeves* (FS) compares leader behavior of successful vs. less successful superintendents of school districts, and finds significant differences in perceptions of principals and board members toward the two groups of superintendents.

Articles, Papers, and Reports: In the area of leadership roles and role perceptions, *Pilla* (TC) examines the concept of leadership and concludes that, at best, it is an ambiguous concept, noting that neither the academic community nor the business world agrees on the concept of leadership; and *Tompkins* (FS) relates Kenneth Burke's theoretical construct of "mystery" to leadership, indicating that the higher an individual rises in the hierarchy, the more a sense of "mystery" is perceived.

In the area of leadership style, *Bartol* (FS) studies male versus female leaders in respect to perceived leader behavior and satisfaction, and finds that the sex of the leader has little effect on perceived leader behavior, job satisfaction, or the relationship

between perceived leader behavior and satisfaction with supervision; *Bons* (FS) reports on the effect of changes in command environment on the behavior of relationship-motivated leaders and task-motivated leaders, based on the Contingency Model (Fiedler, 1967); *Green* (LS) presents research results based on Fiedler's (1972) hypothesis that relationship-motivated (high LPC) and task-motivated (low LPC) persons differ in their responses to positive or negative leadership situations;

Hinton (LS) examines the personality characteristics associated with different styles of supervisory reinforcing practices, and indicates that it is possible to identify personality characteristics relative to different leadership styles; *Mai-Dalton* (LS) reports research on the influence of training and position power on leader behavior, utilizing the Fiedler LPC scale; and *Nealy* (FS) discusses results of a four-year study of leadership and interpersonal influence conducted in the four U.S. military services, and notes as one of the major conclusions of the study that enlisted men perceive their superiors to base their leadership power on rank, authority, threats, and punishment, although the enlisted men favor greater use of leadership power based on knowledge, experience, mutual trust, and respect.

Communication Studies:

Books and Dissertations: *Behrman* (TC) concentrates on communications between U.S. businesses abroad and U.S. embassies and host governments, giving attention to intelligence networks, government-business dialogues, and the influence process; and *Rigney* (TC) studies the question of why and how organizations conceal information, reviewing the literature on organizational secrecy, and analyzing two recent cases involving a failure to control access to sensitive information.

Motivation Studies:

Books and Dissertations: *Krivonos* (FS) examines subordinate-superior communication as related to intrinsic and extrinsic motivation, studying a message distortion communication climate, and reports on findings of six major hypotheses; *Prieto* (FS) investigates the relationship between participating group management and the needs satisfaction of elementary classroom teachers, concluding that there is high satisfaction of all teacher needs (security, social, esteem, autonomy, self-actualization) in a participative group management system, especially in respect

to the higher order needs of autonomy and self-actualization; and *W. E. Smith* (LS) studies the effects of anticipated vs. unanticipated social rewards on subsequent intrinsic motivation, finding that a condition of no anticipated reward results in the greatest intrinsic motivation, while anticipated reward results in the least intrinsic motivation.

Articles, Papers, and Reports: In the area of communication factors related to intrinsic motivation, *Arnold* (LS) experiments with the effects of performance feedback and extrinsic reward upon high intrinsic motivation; and *Stevens* (FS) concentrates on the influence of communication on motivation by presenting a comprehensive analysis of the motivations for National Guard enlistments, claiming an organizational communications approach to attain recruiting and retention success.

In the area of motivational theories, rewards, incentives, fulfilling of needs, etc., *Dodson* (FS) works with state government employees to test Herzberg's theory concerning motivators and employment stability, and finds that only one-third of employees believe motivators to be significant reasons influencing continuing employment; *Furukawa* (TC) reviews Vroom's expectancy theory in light of recent research, detailing the differences between instrumentality and expectancy; *Goodman* (FS) examines the factors affecting acquisition of beliefs about a new reward system by measuring shifts in attitudes before and after a Scanlon Plan is introduced in a small manufacturing plant; *Mannheim* (FS) describes a concept of work centrality and finds it related to intrinsic, material, social, and hygiene rewards; *Schuler* (FS) analyzes the influences of sex, organizational level, education, and age on job outcomes (extrinsic and intrinsic job rewards), including advancement, recognition, job stability, challenging work, participation, and opportunity to direct work of others;

Scott (TC) discusses the effects of extrinsic rewards on intrinsic motivation, criticizing studies demonstrating that extrinsic rewards reduce intrinsic motivation, and suggesting a reinforcement analysis instead; and *Wood* (FS) presents an Air Force study of social incentives applicable to technical training, wherein personal motives, background variables, and leadership climate factors are related to attractiveness ratings.

In the area of studies emphasizing commitment, involvement, and attachment, *Koch* (FS) compares the predictive power of job attachment vs. job satisfaction to forecast turnover, and

finds that job attachment is a more reliable predictor than job satisfaction; *Porter* (FS) finds that commitments to goals and to exerting a high level of effort differ in manager trainees leaving an organization voluntarily and trainees who remain; *Steers* (FS) studies the antecedents and outcomes of organizational commitment, presenting a model of organizational commitment and indicating that major influences on commitment are derived from personal, job, and organizational characteristics as well as from the desire of individuals to remain in the organization; *Kanungo* (FS) tests the relationship of job involvement to the importance and satisfaction of employee needs, concluding that involvement does influence evaluation of job, but does not influence job satisfaction or level of need; and *Walter* (FS) defines the concept of "self-motivated personal career planning," based on the work of Raymond B. Cattell.

In the area concerned with differences in motivation between groups, *Newstrom* (TC) compares the motivations of government employees and business employees by a review of the findings of Porter, Lawler, and Maslow; and *Shapiro* (FS) compares male and female job motivations, finding that male job motivation is most related to actual pay earned, and female job motivation is most related to total work experience.

Texts, Anthologies, Bibliographies, and Reviews:

Books and Disserations: *Gellerman* (Text) examines selected sources of misunderstanding between managers and subordinates including communication, promotion, grievances, appraisal, and morale; *Schneider* (Text) examines problems in staffing organizations, organizational analysis, satisfaction, and performance; *Vroom* (Text) discusses leadership and decision-making by using models for development and training of managers; and *Wright* (Text) relates the health of employees to the organizational environment, and provides illustrations of nonverbal communication as an important health factor.

Davis (Anthology) provides case studies and commentary on the problem of how organizations can make the experience of working life more compatible with general social experiences; *Gruneberg* (Anthology) provides a reader in which Herzberg's theories are evaluated and the effects of job satisfaction on employee performance are examined; *Suojanen* (Anthology) presents a collection of 20 articles relating to the development and use of job enrichment in diverse organizations; *Williams*

(Anthology) brings together a collection of 19 previously published articles on the theory, research, and implementation of participative management, including articles by Keith Davis, Robert Tannenbaum, Warren Schmidt, Edward E. Lawler, III, and Victor Vroom;

Katzell (Review) presents a comprehensive overview and bibliography relative to productivity and job satisfaction of employees; and *Steers* (Review) supplies an extensive overview of recent and classical articles relative to motivation in organizations, providing an introduction and summary to each section.

Articles, Papers, and Reports: *Hickerson* (Review) describes the existing research on the relationship of performance and job satisfaction since the 1950s, providing a comprehensive bibliography; *Payne* (Review) provides a conceptual synthesis of the literature as to the concepts of climate and satisfaction, identifying gaps in the literature and the conceptual confusion; *Telz* (Review) presents a literature review on organizational change strategies using a systems approach model; and *Wahba* (Review) evaluates the need hierarchy theory of Maslow, furnishing an extensive critique of 13 studies testing Maslow's theory, and finding deficient both the theory and the means of testing it.

Skill Improvement and Training in Organizational Communication

Forty-three books and 101 articles/papers relate to Skill Improvement and Training in Organizational Communication. Books accounted for 13% of all books and dissertations, and articles/papers were 19% of all articles, papers, and reports as shown on page 13.

The frequency of specific subclasses is shown below:

Subclass	Books		Articles/Papers	
	Quantity	Percent	Quantity	Percent
Training Feedback and Evaluation	7	16	6	5
Training Techniques	19	21	16	16
Training Media	6	14	18	18
Training and Instruction Programs	7	16	27	27
Training Needs	4	10	7	7
Training Resources & Administration	-	-	22	22
Texts, Anthologies	10	23	5	5
TOTALS	43	100	101	100

A comparison of the frequency rank order of articles/papers to books/dissertations follows:

	Books	Articles
Training Techniques	1	4
Texts, Anthologies, Reviews	2	6-7
Training Feedback and Evanluation	3-4	6-7
Training Programs	3-4	1
Training Media	5	3
Training Needs	6	5
Training Resources and Administration	7	2

Most of the subclasses under articles/papers substantially differ in rank order frequency with the same subclass under books/dissertations. Only in the subclass Training Needs is there a similarity of rank order frequency.

The most popular subclasses for books are Texts-Anthologies, Training Techniques, Training Feedback, and Training Programs; and the least popular are Training Resources, Training Needs, and Training Media.

The most popular subclasses for articles/papers are Training Programs, Training Resources and Administration, Training Media, and Training Techniques; and the least popular are Reviews, Training Feedback, and Evaluation and Training Needs.

Table 6 (Page 58) presents the names of authors relevant to each of the subclasses of Skill Improvement and Training in Organizational Communication; and the commentary below furnishes a guide and overview as to the contents and findings of selected works.

Training Feedback and Evaluation:

Books and Dissertations: *Herzog* (FS) studies the impact of communication training on job-related decisions and finds justification for the inclusion of communication in a training program for all personnel; *Jowers* (FS) finds that communication training does improve performance of helicopter flight teams; *Ovington* (FS) employs pretest and posttests with control and experimental groups and concludes that the experimental group evidenced better listening improvement than the control group; *Kotula* (FS) studies the influence of peer feedback on teacher behavior and finds no significant differences between teaching behavior of teachers exposed to peer feedback and those not so exposed; *Layne* (FS) examines the effect of group assertive

Table 6

Skill Improvement and Training in Organizational Communication—1976
Classification of Authors
by Subclass, Publication Format, and Nature of Research

Subclasses	Books & Dissertations	Articles, Papers, Reports
Training Feedback & Evaluation	Herzog . . . . . FS	Becker . . . . . PD
	Jones . . . . . PD	Burnaska . . . . . FS
	Jowers . . . . . FS	Hafstede . . . . . FS
	Kotula . . . . . FS	Morane . . . . . PD
	Layne . . . . . FS	Moses . . . . . FS
	Ovington . . . . . FS	Zemke . . . . . PD
	Wooten . . . . . FS	
Training Techniques	Albano . . . . . PD	Antil . . . . . TC
	Anderson . . . . . LS	Ashen . . . . . PD
	Bell . . . . . PD	Bartow . . . . . PD
	Dubrin . . . . . PD	Blake . . . . . TC
	Harbin . . . . . FS	Corporan . . . . . PD
	Lyman . . . . . FS	Horn . . . . . PD
	McCann . . . . . FS	Lebetsky . . . . . LS
	Skaar . . . . . PD	Nammacher . . . . . PD
	Towers . . . . . PD	Neithercutt . . . . . PD
		Rogers . . . . . PD
		Skaar . . . . . PD
		Smith . . . . . FS
		Spitzer . . . . . PD
		Tersine . . . . . PD
		Thiagarajan . . . . . PD
		Zemke . . . . . PD
Training Media	Bostwick . . . . . PD	Broadwell (2) . . . . PD
	Brown . . . . . TC	Fry (6) . . . . . PD
	Davis . . . . . LS	Goldeaden . . . . . PD
	Jaffee . . . . . PD	Hausser . . . . . FS
	Morris . . . . . TC	Kuriloff . . . . . TC
	Pfeiffer . . . . . PD	Nammacher (3) . . . PD
		Newstrom . . . . . PD
		Ploetz . . . . . PD
		Robson . . . . . PD
		Scott . . . . . PD
Training Programs	Collins . . . . . LS	Brock . . . . . FS
	Drew . . . . . LS	Latham . . . . . FS
	Eure . . . . . LS	Rogers . . . . . FS
	Fine . . . . . FS	Winning . . . . . TC
	Frohnem . . . . . FS	23 Other . . . . . PD
	Mills . . . . . FS	
	Reichard . . . . . LS	
Training Needs	Eastlack . . . . . FS	Alpander . . . . . FS
	Lenoir . . . . . FS	Calhoon . . . . . FS
	McKeown . . . . . FS	Spicer . . . . . FS
	Payne . . . . . FS	4 Other . . . . . PD
Training Resources/Administration		Petrie . . . . . LS
		Gordon . . . . . FS
		20 Other . . . . . PD
Texts	Higginson Kanfer	
	Rubinstein Zacharis	

Table 6, Continued

Subclasses	Books & Dissertations	Articles, Papers, Reports
Anthologies	Goldhaber Kirkpatrick Lippitt Taylor	
Reviews		Miklos Smith
References	Banki Wasserman	Nammacher Rogers Scala

training on job performance and finds that trained subjects rate significantly higher scores than control subjects in respect to self-expression, eye contact, and content; and *Wooten* (FS) describes the effects of a program in general semantics on organizational climate and believes that the course improves subordinate attitudes toward hospital administrators and opinions of work environment.

Articles, Papers, and Reports: *Morane* (PD) stresses that training programs should not neglect measurement and evaluation and proposes a three-step program including standards; *Moses* (FS) presents an evaluation of a Behavior Modeling Program; *Burnaska* (FS) reports on the effects of behavior training on managers and employee perceptions of managerial behavioral changes; *Zemke* (PD) describes a systematic program of positive reinforcement called "Contingency Contracting"; and *Hafstede* (FS) reports on the results of a "T-Group" indicating that participating managers noted a wider gap between perceived "self" and "boss" improvement needs in the interpersonal area.

Training Techniques:

Books and Dissertations: *Anderson* (LS) finds that the case-study method does improve problem-solving skills, and that group discussion of the case is a valuable process prior to writing individual reports; *Harbin* (FS) finds that Transactional Analysis (TA) workshop training does have a significant effect on self-perception and on classroom verbal behavior; *McCann* (FS) indicates that TA training has positive effects on first-line supervisors in problem-solving situation communication, cooperation, and self-actualization, but does not obtain conclusive

results that TA has a positive influence on productivity; *Dubrin* (PD) recommends Behavior Modification as a technique for dealing with aberrant behavior within the organization; *Lyman* (FS) suggests training supervisors in the use of Behavior Modification techniques as it can be an effective management tool for increasing job performance; and *Towers* (PD) explains the basic concepts of Role-Playing as a managerial development technique.

Articles, Papers, and Reports: Games and simulations are the subject of writings by *Ashen* (PD), *Horn* (PD), *Lebestky* (LS), *Spitzer* (PD), and *Thiagarajan* (PD). *Tersine* (PD) recommends the use of the Delphi Technique as a long-range planning tool to help curtail certain problems of group decision-making; *Bartow* (PD) concludes that Brainstorming is a valuable tool in decision-making; *Blake* (TC) discusses the three dimensions of the Critique approach; *Skaar* (PD) explains the use of Transactional Analysis in project management, and *Corporan* (PD) applies TA to sales training; *Nammacher* (PD) indicates the particulars of an Assessment Center in a training program; *Neithercutt* (PD) notes the application of Role-Playing to police problems concerned with crime and delinquency; *Rogers* (PD) argues for the employment of Case Studies in the teaching of organizational communication, and provides cases; and *Smith* (FS) encourages the use of Behavior Modeling to improve morale, customer satisfaction, and sales performance.

Training Media:

Books and Dissertations: *Bostwick* (PD) is concerned with the communication involved in the job-seeking process, i.e., interviewing, salary negotiation, etc.; *Brown* (TC) provides a training guide on collective bargaining skills for school administrators, employing simulation techniques; *Jaffee* (PD) reviews the problems of training assessors of interviewing techniques; *Morris* (TC) contributes a handbook of experiential learning situations to improve the individual's problem-solving and communication skills; and *Pfeiffer* (PD) presents the fifth annual handbook for group facilitators designed for the human relations trainer, including games, group activities, questionnaires, and other aids.

Articles, Papers, and Reports: *Kuriloff* (TC) furnishes a training guide for Observation and Interviewing; *Broadwell* (PD) presents the advantages and drawbacks of the Lecture Method; *Scott* (PD) explains a procedure for training supervisors by

telephone; *Hausser* (FS) reports on the use of Computer-Assisted Instruction in the area of interpersonal skills; *Newstrom* (PD) comments on the problem of selecting training methodologies and advocates a contingency approach based on consideration of objectives and resources; *Fry* (PD) contributes a student manual and an instructor's manual for individual and group problem-solving on the part of Army leaders; *Fry* also furnishes a student manual and an instructor's manual for Army leaders to use in training their staff in respect to Management by Objectives; various aspects of audiovisual training are covered by *Goldeaden* (PD), *Nammacher* (PD), *Ploetz* (PD) and *Robson* (PD); and *Davis* (LS) studies audiovisual vs. traditional lecture-demonstration methods and finds the audiovisual method to be most effective.

Training and Instruction Programs:

Books and Dissertations: *Eure* (LS) finds that Mexican students favor messages with American principles of written business communication; *Drew* (LS) studies business report writing instruction and proposes the Evaluation Learning Method involving out-of-class time for student self-direction, concluding that the out-of-class group performs as well as the in-class lecture-discussion group and requires less teacher time; *Collins* (LS) examines the effects of a written communication skills training program to enhance empathic understanding, and concludes that training results in higher levels of empathy not derivable from work experience alone; *Fine* (FS) utilizes a 30-hour communication skills course to conclude that planned interpersonal training can improve affective interpersonal behaviors and democratic problem-solving methods of student-teachers; *Frohnem* (FS) compiles a list of 25 communication skills to be included in a model communication component for university curricula; and *Mills* (FS) describes the effects of an Interpersonal Communication Skills Training Program, and concludes that it makes for a significant change in the employee's ability to communicate empathy, respect, and genuineness.

Articles, Papers, and Reports: *Rogers* (PD) discusses four strategies for an undergraduate course in organizational communication, viz., recruitment, instruction, curriculum, and placement; *Latham* (FS) advocates a workshop training program to improve performance appraisals and selection interviews and to minimize rating errors in the observation of behavior; *Brock*

(FS) reports on a Program of Personalized Instruction that reduces learning time by 20% and greatly improves student motivation; *Winning* (TC) maintains that all training programs should have measurable results in terms of cost reduction, increased productivity, and/or increased skills; and 23 more prescriptive-descriptive writings cover various phases of training and instruction programs.

Training and Instruction Needs:

Books and Dissertations: *McKeown* (FS) studies communication requirements at various job levels and concludes that essential communication learning for engineers seeking *initial* employment relates to interpersonal, small group, telephone, and short memoranda methods, but within 3-5 years, these basic methods should be complemented with skills required at higher levels of the organization—i.e., report writing, speaking to large groups, and letter writing; *Lenoir* (FS) reports on the status of business communication courses in the curriculum as compared to the needs of business; *Eastlack* (FS) finds that current business communication textbooks could be improved to meet the needs of secretaries in their business writing requirements; and *Payne* (FS) analyzes weaknesses in business letter writing, noting that readability level must be controlled so as to be within the range of the average reader.

Articles, Papers, and Reports: *Alpander* (FS) examines the state of management development programs for women and finds that basic needs are being met but some areas could be improved; *Calhoon* (FS) collects data from 800 first-level supervisors and 700 second-level supervisors and concludes that they indicate different perceptions concerning supervisory training needs; *Spicer* (FS), with responses from 107 experts in communication and education, concludes that current business communication courses will not fulfill the requirements for communication competencies needed in the 1980s.

Texts, Anthologies, Bibliographies, Reviews, and References:

Books and Dissertations: *Rubenstein* (Text) presents problem-solving techniques including probability models, communication and language; *Kanfer* (Text) reviews techniques for changing behavior; *Kirkpatrick* (Anthology) compiles a collection of articles relative to the evaluation of training programs in terms of techniques for evaluation, reactions of participants, measure-

ment of behavioral changes, and conceptual problems; *Lippitt* (Anthology) edits a group of articles relative to management development in the United States and abroad; *Taylor* (Anthology) presents the ideas of 40 contributors on management development, training, organization development, and organization; and *Goldhaber* (Anthology and Text) combines original writing and selected articles to present essentials of Transactional Analysis that can be used in training activities.

Articles, Papers, and Reports: *Smith* (Review) does a literature survey of the communication skills relevant to pilot training; *Miklos* (Review) provides an international overview of current training practices, problems, and trends; *Rogers* (Reference) notes the educational resources available in the teaching of organizational communication, including texts, readers, reference books, bibliographies, and films; *Scala* (Reference) lists the executive training courses throughout the United States with emphasis on communication skills, employee motivation, and self-improvement; and *Nammacher* (Reference) notes that MANTREAD is a nonprofit organization supplying information concerning seminars, workshops, courses, speakers, and leaders for training and development programs.

Communication Media In Organizations

Twenty-six books and 67 articles/papers were selected as relating to Communication Media in Organizations. Books in this classification accounted for 8% of all books and dissertations, and articles/papers were 13% of all articles, papers, and reports as shown on page 13.

The frequency of specific subclasses of Communication Media is shown below:

Subclass	Books		Articles/Papers	
	Quantity	Percent	Quantity	Percent
Oral Media[1]				
Written Media	4	15	12	18
Nonverbal Media[1]				
Telephonic Media	1	4	3	4
Audiovisual Media	3	12	9	13
Electronic Media	4	15	8	12
Information Systems	5	19	11	16
Communication Programs	5	19	20	30
Media Organization & Administration	-	-	4	6
Texts, Anthologies	4	15	-	-
TOTALS	**26**	**100**	**67**	**100**

[1] Oral media and nonverbal media are listed but show no publications under this classification because the publications in these media are predisposed to be noted under the major classes of Interpersonal, Intragroup, and Intergroup Communication.

A comparison of the frequency rank order of articles/papers to books/dissertations follows:

	Books	Articles
Communication Programs	1-2	1
Information Systems	1-2	3
Written Media	3-4-5	2
Electronic Media	3-4-5	5
Texts, Reviews	3-4-5	8
Audiovisual Media	6	4
Telephonic Media	7	7
Media Organization	8	6

Five of the eight subclasses above maintained the same rank order or stayed within one position, both in books and articles, but larger differences appear in the subclasses of Texts, Audiovisual Media, and Media Organization.

The most popular subclasses for books are Communication Programs and Information systems; and the least popular are Audiovisual Media, Telephonic Media, and Media Organization.

The most popular subclasses for articles/papers are Communication Programs, Information Systems, and Written Media; and the least popular are Media Organization, Telephonic Media, and Texts/Reviews.

Table 7 (Page 65) presents the names of authors relevant to each of the subclasses of Communication Media in Organizations; and the commentary below furnishes a guide and overview as to the contents and findings of selected works.

Written Media:

Books and Dissertations: *McMurray* (FS) finds that many policy statements are lacking in scope and some are out of date; *Robinson* (FS) examines the written classroom observation report as an aid in the improvement of instruction; *Uris* (PD) discusses memos for managers; and *Mathes* presents his ideas as to style and problems of technical reports.

Articles, Papers, and Reports: *Culpepper* (FS) examines 300 publications and comments on design and editing; *Engwall* (FS) studies the printing industry, looking specifically at response

Table 7

Communication Media in Organizations—1976
Classification of Authors
by Subclass, Publication Format, and Nature of Research

Subclasses	Books & Dissertations	Articles, Papers, Reports
Written Media	Mathes . . . . . PD	Culpepper . . . . . FS
	McMurray . . . . . FS	Degise . . . . . PD
	Robinson. . . . . FS	Engwall. . . . . FS
	Uris. . . . . PD	Eure . . . . . LS
		Githens. . . . . TC
		Newman . . . . . PD
		Paretti . . . . . FS
		Silverman . . . . . FS
		Strawhorn . . . . . PD
		Villere . . . . . PD
		Wance . . . . . PD
		Weeks. . . . . PD
Telephonic Media	Kuenn . . . . . PD	Christie. . . . . FS
		Admin. Mgmt. . . . PD
		Best's Review . . . PD
Audiovisual Media	Osterman. . . . . FS	Balsley . . . . . PD
	Palm . . . . . LS	Berger . . . . . PD
	Wilson . . . . . FS	Finley . . . . . PD
		Hanson. . . . . PD
		Nammacher . . . . . PD
		Pospisil. . . . . PD
		Telzer. . . . . PD
		Thomas. . . . . PD
		Wood. . . . . PD
Electronic Media	Bell . . . . . FS	Brown . . . . . PD
	London. . . . . PD	Buchele. . . . . PD
	Redman . . . . . FS	Heines . . . . . PD
	Weizenbaum . . . . TC	Kneitel . . . . . PD
		Luthans . . . . . FS
		Mahoney . . . . . FS
		Thomas. . . . . PD
Information Systems	Dandurand. . . . . FS	Ahlers . . . . . PD
	Martin . . . . . TC	Bragh . . . . . PD
	O'Dell . . . . . FS	Cleland . . . . . PD
	Sharifi . . . . . FS	Cohen . . . . . PD
	Vaugh . . . . . FS	Brocato. . . . . FS
		Emery . . . . . TC
		Schewe. . . . . FS
		Schroeder . . . . . TC
		Strasmann . . . . . PD
		Weiss . . . . . PD
		Norman . . . . . LS
Communication Programs	Alpin . . . . . FS	Baker. . . . . PD
	Geisler . . . . . FS	Beer. . . . . PD
	Harrison . . . . . FS	Dillon. . . . . PD
	Kudlinski. . . . . FS	Fry . . . . . PD
	Swanston. . . . . FS	Heaton . . . . . TC
		Mullen . . . . . PD
		Rettig. . . . . FS
		Sorenson . . . . . PD

Table 7, Continued

Subclasses	Books & Dissertations	Articles, Papers, Reports
Communication Programs, Continued		Stein . . . . . FS Straub . . . . . FS
Media Organization & Administration		Allen . . . . . PD Stone . . . . . TC Thomas. . . . . PD Treece . . . . . PD
Texts, Anthologies, Bibliographies, and Reviews	Barban Brasaw Munford Murdick	

time to written communications; *Eure* (FS) examines cultural differences in standards for effective writing and concludes that American business writing techniques are appropriate to use in the Spanish-speaking culture of Mexico; *Silverman* (FS) reports on the results of the Secretary of Defense Task Force on Periodicals Evaluations; and *Weeks* (PD) explores current issues in the practice of business communication in the United States.

Telephonic Media:

Books and Dissertations: *Kuenn* (PD) furnishes an explanation of the economic aspects of telecommunication.

Articles, Papers, and Reports: *Christie* (FS) studies the willingness of individuals to telecommunicate versus travel and finds a significant disposition to use the system rather than travel; the editors of *Administrative Management* (PD) indicate new telephonic media in the form of picturephone, teleconferencing, sample dot, and confravision; and *Best's Review* (PD) explains how a major auto insurance company effected a transfer of a mail system to a cable telephone system that led to greater satisfaction and productivity within the organization.

Audiovisual Media:

Books and Dissertations: *Osterman* (FS) studies the relative effectiveness of three diffusion methods (television, brochures, interpersonal communication) for the purpose of introducing instructional television to a university faculty, and finds that the interpersonal method is most preferred; *Wilson* (FS) examines educational cable television as an instructional technology

and concludes that the Communi-Cable concept deserves serious consideration; and *Palm* (LS) finds little effect on behavior from operation of videotape equipment.

Articles, Papers, and Reports: *Telzer* (PD) reports on Bell Lab's use of closed circuit TV for the purpose of presenting problem situations to supervisors; and *Pospisil* (PD) describes the use of a TV news special to awaken employees to low levels of productivity.

Electronic Media:

Books and Dissertations: *Bell* (FS) examines a computer-based Management Information System (MIS) in New Mexico public schools and finds that its widest use is for routine clerical chores and the greatest problem is a lack of knowledge concerning the potential of computers; *Redman* (FS) studies the computer information systems in three hospitals, and concludes that there is a need for more orientation on computer systems; *London* (PD) reviews the personnel problems inherent with the introduction of a computer system into an organization; and *Weizenbaum* (TC) compares computer information processing to human information processing and indicates that computers cannot solve human problems.

Articles, Papers, and Reports: *Luthans* (FS) studies computers' influence on management decision-making and line-staff relations; *Thomas* (PD) outlines requirements for the successful implementation of an electronic media system; and *Mahoney* (FS) explains computer simulation as a tool for personnel managers.

Information Systems:

Books and Dissertations: *Dandurand* (FS) presents a model of an efficient multinational Management Information System (MIS) with high concern for the executive decision process variables; *Martin* (TC) gives a full treatment of data bases in MIS and the logic of data-base management; *Sharifi* (FS) presents the concept of TIS (Total Information System) and furnishes a TIS model; and *Vaugh* (FS) analyzes the implementation of a MIS at a college noting complexities and the nature of problem resolutions.

Articles, Papers, and Reports: *Schewe* (FS) presents a behavioral analysis of MIS users in a study of ten food processing plants; *Emery* (FS) studies the characteristics of MIS and the

problems of integrating into the organization; and *Brocato* (FS) describes EAMS, a communication network system that causes workers to care more about their jobs and those with whom they work.

Communication Programs:

Books and Dissertations: *Geisler* (FS) studies employee benefits communication programs and job satisfaction; *Harrison* (FS) employs twelve behavioral criteria, including interpersonal oral and written communication, to assess an MBO (Management by Objectives) program implementation in a state agency; *Swanston* (FS) concludes that an MBO system helps educational administrators cope with complexity by directing action toward stated goals, providing accountability, and presenting a model for administration; *Alpin* (FS) examines the impact of a superior's attitudes on the MBO process; and *Kudlinski* (FS) analyzes MBO systems in relation to seven job situational factors and four moderating variables.

Articles, Papers, and Reports: *Straub* (FS) indicates the optimum operating conditions for MBO; *Rettig* (FS) presents data on the popularity of three communication programs—MBO, TA (Transactional Analysis), and ST (Sensitivity Training); *Stein* (FS) notes a period of two to five years implementation for MBO; *Sorenson* (PD) indicates a period of three to seven years for the implementation of MBO in four stages; *Heaton* (TC) provides an extensive review of MBO in higher education; and *Fry* (PD) constructs a student manual for Army leaders to acquire MBO concepts and train immediate subordinates.

Media Organization and Administration:

Articles, Papers, and Reports: *Allen* (PD) is concerned with architecture and the structuring of communication patterns in research organizations; *Stone* (TC) discusses different organization structures that may be used in projects using multimedia instructional materials; *Thomas* (PD) presents views on the organizational location of the media production group; and *Treece* (PD) suggests ways to cut the cost of communicating.

Texts, Anthologies, Bibliographies, Reviews:

Barban (Text) considers internal and external media planning; *Brasaw* (Text) concentrates on business writing; *Murdick* (Text) indicates the computer use in MIS with special considera-

tion for behavioral aspects; and *Munford* (Anthology) compiles writings on the use of computers in organizations.

Communication System Analysis in Organizations

Twenty-eight books and 65 articles/papers relate to Communication System Analysis in Organizations. Books accounted for 8% of all books and dissertations, and articles/papers were 13% of all articles, papers, and reports.

The frequency of specific subclasses is shown below:

	Books		Articles/Papers	
	Quantity	Percent	Quantity	Percent
Empirical Case Studies Testing Specific Hypotheses	7	25	12	18
Communication Evaluation and Feedback Studies	6	21	9	14
Models	4	14	6	9
The Systems Approach	3	11	11	17
The Organizational Development Approach	5	18	21	33
Information Processing and Requirement Studies	3	11	6	9
TOTALS	**28**	**100**	**65**	**100**

A comparison of the frequency rank order of articles/papers to books/dissertations follows:

	Books	Articles
Empirical Case Studies Testing Specific Hypotheses	1	2
Communication Evaluation and Feedback Studies	2	4
The Organizational Development Approach	3	1
Models	4	5-6
The Systems Approach	5-6	3
Information Processing and Requirement Studies	5-6	5-6

The most popular subclasses, both for books and articles, are the Empirical Case Studies, Communication System Evaluation, and the O.D. Approach; while the less popular types of writing in this class are studies of Information Processing, Models, and The Systems Approach.

Table 8 presents the names of authors relevant to each of the subclasses of Communication System Analysis in Organizations; and the commentary below furnishes a guide and overview as to the contents and findings of selected works.

Table 8

Communication System Analysis in Organizations—1976
Classification of Authors
by Subclass, Publication Format, and Nature of Research

Subclasses	Books & Dissertations	Articles, Papers, Reports
Empirical Case Studies Testing Specific Hypothesis	Belle Isle . . . . . FS	Aubertine . . . . . FS
	Betty . . . . . FS	Cashman . . . . . FS
	Dingles . . . . . FS	Danowski . . . . . FS
	Kivatisky . . . . . FS	Henderson . . . . . TC
	Randolph . . . . . FS	Herman. . . . . FS
	Rossano . . . . . FS	Inn . . . . . FS
	Vimson. . . . . TC	Killworth. . . . . FS
		Kopelman . . . . . FS
		McElreath . . . . . FS
		Sells. . . . . TC
		Shapero . . . . . FS
		Yavarkovsky. . . . . FS
Communication Evaluation and Feedback Studies	Cunningham . . . . FS	Cicchelli . . . . . PD
	Curow . . . . . FS	Greenbaum . . . . . TC
	Holsenbeck . . . . FS	Hall. . . . . FS
	Long . . . . . FS	Jacob. . . . . FS
	Mazza. . . . . FS	Kitchens . . . . . LS
	Razi. . . . . FS	Lee . . . . . FS
		Parekh . . . . . PD
		Sincoff . . . . . PD
		Welch. . . . . FS
Models	Abell . . . . . PD	Browning. . . . . TC
	Beubaker. . . . . TC	Burgher. . . . . TC
	Welke. . . . . TC	James. . . . . FS
	Wright . . . . . TC	Johnson . . . . . TC
		Stech . . . . . TC
		Toomb . . . . . TC
The Systems Approach	Heenan . . . . . PD	Bhola. . . . . FS
	Immegart. . . . . TC	Boehm . . . . . FS
	Melcher. . . . . TC	Dyson . . . . . TC
		Evans. . . . . TC
		Gale. . . . . PD
		Laszlo . . . . . TC
		Lokey . . . . . FS
		Musgrave. . . . . PD
		Peery . . . . . TC
		Rogers . . . . . TC
		Speiker. . . . . PD
The Organizational Development Approach —Case Studies	Coad . . . . . FS	Cohen . . . . . FS
	Glimell . . . . . FS	Dowling . . . . . FS
	Lynch . . . . . FS	Frank. . . . . FS
		Hammons . . . . . FS
		Hautaluoma . . . . . FS

Table 8, Continued

Subclasses	Books & Disserations	Articles, Papers, Reports
The O.D. Approach, Continued		Patten . . . . . FS
—Case Studies		Runkel . . . . . FS
—Concepts	Rothman. . . . . TC	Argyris . . . . . TC
	Varney . . . . . PD	Bhola . . . . . TC
		Bowers . . . . . PD
		Goddu . . . . . TC
		Hageman . . . . . PD
		King . . . . . TC
		Kuriloff . . . . . PD
		Norwood. . . . . TC
		Rader. . . . . PD
		Warrick. . . . . PD
—Problems		Armenakis . . . . . FS
		Hollingsworth . . . . TC
		Martin . . . . . FS
		Stephenson . . . . . TC
Information Processing and Requirement Studies	Fitz-Enz . . . . . FS	Franklin . . . . . FS
	Jin . . . . . FS	Fuller. . . . . FS
	Lawler . . . . . PD	Havelock . . . . . FS
		Mickelson . . . . . TC
		Mink . . . . . TC
		Taylor . . . . . FS

Empirical Case Studies Testing Specific Hypotheses:

Books and Dissertations: *Belle Isle* (FS) applies Likert's Meta Theory of organizations by studying the ideal and actual perceptions of residence hall organizations; *Dingles* (FS) tests Likert's assumptions about System 4 behavior and finds that senior personnel and junior personnel differ in perceptions of the prevailing system; *Kivatisky* (FS) describes the communication processes in a segment of a university and finds that while task-related communication proceeds in a hierarchical fashion, socio-emotional communication is restricted to group boundaries; *Randolph* (FS) explores the hypothesis that task-related communication patterns are not only a function of human elements, but also related to technology, control, accountability, and environment; and *Rossano* (FS) examines eight junior colleges to determine if Management by Objectives has produced the results commonly ascribed to it, finding humanistic achievements but no indication of an improvement in organization performance.

Articles, Papers, and Reports: *Aubertine* (FS) applies Theory Y to an organization and finds that more personal growth and satisfaction is realized; *Danowski* (FS) tests four propositions

concerning internal communication network complexity and environmental uncertainty including consideration for the factors of openness and size; *Kopelman* (FS) tests six hypotheses relative to work motivation and control system responsiveness and concludes that it is important to monitor objective performance-reward data; *Cashman* (FS) reports on a longitudinal investigation of organizational understructure and leadership in a large public university; and network, direction, and diffusion analysis are the subjects of separate works by *Henderson* (TC); *Herman* (FS); *Inn* (FS); and *Killworth* (FS).

Communication Evaluation and Feedback Studies:

Books and Dissertations: *Cunningham* (FS) studies the rational-goal model and the systems-resource model of organizational effectiveness, developing criteria (including coordination and communication) for applying the models to an organization, and concluding that the two models can be used to evaluate and describe separate parts of an organization's effectiveness; *Curow* (FS) finds that management control systems in an auto plant can be modified to qualify as feedback systems and achieve savings through higher performance efficiency; *Holsenbeck* (FS) indicates that ECCO analysis effectively provides information about communication channels, activities, and patterns; *Long* (FS) utilizes a Fault-Tree Analysis Approach to analyze potential communication failure among management personnel in a community college district; *Mazza* (FS) evaluates the communication climate of an industrial company, including structural (goals, activities, channels, feedback, direction) and attitudinal (satisfaction with sources of information, reception, etc.) characteristics, in terms of meeting the system's communication goals; and *Razi* (FS) analyzes formal and informal communication channels involving administration, faculty, and students at Kabul University, Kabul, Afghanistan.

Articles, Papers, and Reports: *Greenbaum* (TC) provides a rationale for the periodic audit of organizational communication, employing a biological analogy that it represents necessary feedback as to the health of the organization body; *Hall* (FS) studies communication behavior in an R&D laboratory by identifying the main factors influencing communication flow; *Sincoff* (PD) outlines the steps in performing a communication audit and considers the audit to be a management tool that should be used repeatedly to keep managers aware of communi-

cation problems and organizational health; *Parekh* (TC) describes the Management Systems Inventory (MSI) tool which includes a segment on feedback and evaluation mechanisms and permits an organization to evaluate itself; and *Kitchens* (FS, LS) employs Role-Playing as a methodology for studying organizational communication both in the field and in the laboratory, developing a scale which enables students to rate each other in hypothetical job interviews.

Models:

Books and Dissertations: *Abell* (PD) presents operational models of intraorganizational power and influence and treats technology as a determinant of organizational structure; *Beubaker* (TC) proposes a new organizational model for educational bureaucracies that retains the bureaucratic form for governance functions while using the professional form for curriculum and instruction matters; *Welke* (TC) develops a model of the organization, a "cyberstructure," in terms of processes, data, and data links that is able to perform evaluative functions through the use of a simulator; and *Wright* (TC) wrestles with the problem of constructing a taxonomy of factors concerned with organizational behavior.

Articles, Papers, and Reports: *Browning* (TC) maintains that influence can be viewed as the defining process of communication in organizations and proposes the possibilities for research using a model of influence; *Burgher* (TC) offers several biological models for industrial organizations in which communication networks are examined to improve productivity, stability, and vitality; *James* (FS) discusses a multivariate integrating model which includes a paradigm for the prediction of subsystem performance and the understanding of relationships; *Johnson* (TC) addresses the question of how communication functions in creating, maintaining, and dissolving systems of coordination, and presents a typology of communication formats related to coordination; *Stech* (TC) discusses the differences between process and structure models and their implications for management; and *Toomb* (TC) presents a systems model for assessment and diffusion as a systematic approach to organizational change.

The Systems Approach:

Books and Dissertations: *Heenan* (PD) writes about multinational organizations and recommends a systems approach to

manpower management; *Immegart* (TC) believes systems theory offers procedures that confront the issues of organizational effectiveness and efficiency in educational administration; and *Melcher* (TC) supplies text and readings concerned with theoretical formulations of systems concepts including evaluation and redefinition of concepts central to systems theory.

Articles, Papers, and Reports: *Bhola* (FS) uses a system analysis approach for the study of an organization that attempted to develop a change in identity, from a service-oriented to a research and development organization; *Boehm* (FS) describes the methods of systems analysis and indicates how seven companies have integrated these methods into their decision-making processes; *Evans* (TC) reviews system concepts in relation to organizational structure and discusses the application of these concepts to high technology activities; *Gale* (PD) notes how the systems approach is important for coordination and integration of new technology programs into existing Air Force weapons systems and emphasizes that poor horizontal communication renders integration difficult; *Rogers* (TC) maintains that the open systems approach for investigating communication behaviors allows for a more accurate examination of information diffusion; and *Speiker* (PD) indicates how a systems approach can meet the need for organizational planning by providing a six-step model of planning and a ten-step needs assessment model.

The Organizational Development Approach:

Books and Dissertations: *Coad* (FS) concludes that educators exposed to planned learning of communication skills, problem-identification, decision-making, and goal establishment do alter opinions relative to group process and organizational climate; *Glimell* (FS) furnishes an analysis of an unsuccessful organizational change effort involving the implementation of a computer-based information system; *Lynch* (FS) studies change agents and finds that the presence of external change agents increases internal change agent satisfaction; *Rothman* (TC) discusses innovation and change, including consideration for increasing participation, and increasing effectiveness in role performance; and *Varney* (PD) espouses an organizational development approach to management development.

Articles, Papers, and Reports: Case studies, evidencing the organizational development approach, are provided by *Cohen* (Army Field Facility), *Dowling* (The Corning Approach),

Frank (Unsuccessful Plan), *Patten* (Nonmanufacturing Organization), *Hautaluoma* (Small Manufacturing Company), and *Runkel* (Longitudinal Study in a School District).

Conceptual studies of organizational development factors are provided by *Argyris* (Organizations of the Future), *Bhola* (Intervention and Artifactual Action), *Bowers* (Basic Principles of Change), *Goddu* (Assessment of the Organization), *King* (Five Ways to Evaluate Results of O.D.), *Kuriloff* (Broad Discussion of Intervention Methods in Team Situations), *Norwood* (Merge O.D. with Planning to Develop Individual and Organization), and *Warrick* (Changing Role of O.D. Practitioners).

Problems of the organizational development approach are considered by *Armenakis* (107 Evaluative Problems), *Hollingsworth* (Structural Change and Human Needs), *Martin* (Resistance to Change), and *Stephenson* (A Critique of Organizational Development).

Information Processing and Requirement Studies:

Books and Dissertations: *Fitz-Enz* (FS) concludes that age and organizational level are the best predictors of attitudes as to quality and quantity of information provided by the formal communication system; *Jin* (FS) examines problem-resolution processes observed in the implementation of a management information systems change; and *Lawler* (PD) analyzes information processing, giving attention to ideas relative to a communication audit.

Articles, Papers, and Reports: *Franklin* (FS) provides a manual concerning the way work is accomplished in organizations, including information requirements; *Havelock* (TC) describes a research utilization system including the identification of user needs, activating, and communicating; *Fuller* (FS) identifies needs for information on industrial development concerning, specifically, local government, banks, and industrial development groups; *Mickelson* (TC) analyzes information process systems in organizational settings as a basis for developing information retrieval systems; *Mink* (TC) maintains that rational decision-making in higher education and similar institutions suffers from both a lack of relevant data and the failure to use data when it is available; and *Taylor* (FS) evaluates the collection and use of data in a federal government agency, discussing adequacy for the purpose of the agency and other users.

Research Methodology in Organizational Communication

There were 59 publications selected in the area of Research Methodology in Organizational Communication. The 21 books and dissertations represented 6% of all books, and the 38 articles, papers, and reports represented 7% of all articles/papers as shown on page 13.

The frequency of specific subclasses of Research Methodology is shown below:

Subclass	Books		Articles/Papers	
	Quantity	Percent	Quantity	Percent
Data Collection Instruments	9	43	9	24
Analytical and Processing Methods	-	-	4	10
Models and Theories	5	24	3	8
Experimental Design	2	9	6	16
Research Strategies and Special Techniques	5	24	9	24
Reviews	-	-	7	18
TOTALS	21	100	38	100

A comparison of the frequency rank order of articles/papers to books/dissertations follows:

Subclass	Books	Articles/Papers
Data Collection Instruments	1	1-2
Models and Theories	2-3	6
Research Strategies and Special Techniques	2-3	1-2
Experimental Design	4	4
Analytical and Processing Methods	5-6	5
Reviews	5-6	3

Four of the six subclasses above maintained the same rank order or stayed within one position, both in books and articles, but larger differences appear in the subclasses for Experimental Design and Reviews.

The most popular class for books is that of Data Collection Instruments, followed by Models and Theories, and Research Strategies/Special Techniques; and the least popular area indicating book publication is that of Experimental Design. In two subclasses, no books/dissertations were found: Analytical Processing Methods, and Texts, Anthologies, Reviews specializing in organizational communication research methodology.

The most popular subclasses for articles/papers are Data Collection Instruments, Research Strategies/Special Techniques, Reviews, and Experimental Design; and the least popular are Models and Theories, and Analytical/Processing Methods.

Table 9 (Page 78) presents the names of authors relevant to each of the subclasses of Research Methodology in Organizational Communication; and the commentary below furnishes a guide and overview as to the contents and findings of selected works.

Data Collection Instruments:

Books and Dissertations: *Di Martino* (FS) studies the effect of observers on observed teachers; *Aquilina* (FS) develops and field tests a questionnaire and furnishes validity and reliability data; *Cunningham* (TC) surveys research works employing Halpin-Croft's Organization Climate Description Questionnaire to determine extent of support or contradiction to the findings of the original researchers; *Hunter* (FS) develops a mental health clinic climate questionnaire; *Rice* (TC) evaluates previous research utilizing the Least Preferred Co-Worker Questionnaire; and *Zelen* (FS) compares three data collection methods, face-to-face interviews, telephone interviews, and mail questionnaires.

Articles, Papers, and Reports: *Musick* (PD) describes a mapping videotape technique (SKEMS) that has implications for observation of interaction behavior in organizations; *Borman* (FS) compares behavior-based scales to trait-oriented scales in a study of performance ratings; *Curtis* (TC) discusses important considerations in the development and use of questionnaires to measure organizational communication; *Dyer* (PD) presents a procedure manual for Navy school personnel on subject of the construction and administration of a feedback questionnaire; *Nevin* (FS) studies effect on mail survey responses of deadline dates for responses, and the influence of follow-up letters with veiled threat; *Robin* (FS) demonstrates that monetary incentives do increase the rate of return in mail questionnaire studies; and *Yunker* (FS) compares the Michigan 4 Factor and the Ohio State LBDQ Leadership scales.

Analytical and Processing Methods:

Articles, Papers, and Reports: *Heenan* (TC) explores the use of multivariate analysis as a statistical tool for analyzing complex issues and confirming intuitive impressions; *Mustafa* (FS)

Table 9

Research Methodology in Organizational Communication—1976
Classification of Authors
by Subclass, Publication Format, and Nature of Research

Subclasses	Books & Dissertations	Articles, Papers, Reports
Data Collection Instruments:		
—Observation	Di Martino . . . . . FS	Musick . . . . . PD
—Questionnaire	Aquilina . . . . . FS	Borman. . . . . FS
	Bechtold . . . . . FS	Currie. . . . . LS
	Cunningham . . . . TC	Curtis. . . . . TC
	Hunter . . . . . FS	Dyer . . . . . PD
	Huszego . . . . . FS	Nevin. . . . . FS
	Kaltenbach. . . . . LS	Robin. . . . . FS
	Rice. . . . . TC	
—Comparative Analyses	Zelen . . . . . FS	Yunker . . . . . FS
		Schroer. . . . . PD
Analytical and Processing Methods		Feldman . . . . . TC
		Harman. . . . . FS
		Heenan . . . . . TC
		Mustafa. . . . . FS
Models and Theories	Doll. . . . . TC	Connell. . . . . FS
	Estes . . . . . PD	Dance. . . . . TC
	Frank. . . . . FS	Stech . . . . . TC
	Scaros . . . . . TC	
	Speiker . . . . . FS	
Experimental Designs	Lammers. . . . . FS	Bieshevel . . . . . TC
	Shields . . . . . FS	Borman. . . . . FS
		Level . . . . . TC
		Lundberg. . . . . FS
		McTavish. . . . . FS
		Waters . . . . . FS
Research Strategies and Special Techniques	Anderson. . . . . FS	Deal. . . . . PD
	Cumberbatch . . . FS	Ekpo-Ufot . . . . . FS
	Essex . . . . . FS	Kirchhoff . . . . . FS
	Frederick. . . . . FS	Marrett . . . . . FS
	Rohrbaugh. . . . . LS	Mitchell . . . . . FS
		Tersine . . . . . PD
		Wadsworth. . . . . PD
		Wallace . . . . . TC
		Watson . . . . . TC
Reviews		Cronkhite
		Downs
		Golembiewski
		Hale
		Quinn
		Salem
		Wood

employs a factor analysis approach in a study of job satisfaction; *Harman* (FS) utilizes simultaneous equation system models to analyze the judgments received from a group of experts; and

Feldman (TC) discusses procedures, advantages, and disadvantages of utilizing causal-correlational techniques.

Models and Theories:

Books and Dissertations: *Doll* (TC) evaluates and reformulates the Katz and Kahn model; *Speiker* (FS) develops a ten-step needs assessment model as a systems approach for organization planning; *Estes* (PD) presents a social accounting model for developing communication audit techniques in terms of social aspects; and *Scaros* (TC) develops a classification system intended to generate research questions and hypotheses for media ecology, and produces a matrix of 3,075 cells in four major taxonomic groups.

Articles, Papers, and Reports: *Connell* (FS) presents a general research model for MBO meetings as an O.D. strategy; *Dance* (TC) emphasizes the influence of the particular organization on the nature of communication patterns; and *Stech* (TC) discusses the structural (who communicates with whom) model and the process (what is said after that) model of human communication.

Experimental Design:

Books and Dissertations: *Lammers* (FS) confirms the hypothesis that the Job Descriptive Index (JDI) is a valid, reliable instrument for measurement of job satisfaction and prediction of job turnover; and *Shields* (FS) concludes that there is no evidence of validity for the Educational Administrative Style Diagnosis Test (EASDT).

Articles, Papers, and Reports: *Level* (TC) furnishes a review of the major aspects of experimental design; *McTavish* (FS) discusses the validity of the laboratory Common Dilemma Game to real-life common dilemmas; *Lundberg* (TC) indicates how research ideas are discovered and catalogs hypothesis generation; *Waters* (FS) furnishes strong empirical support for the validity of using an employee's estimate of tenure as a predictor of termination decisions; and *Borman* (FS), in a study of performance evaluation ratings, notes the effect of halo-error on reliability and validity.

Research Strategies and Special Techniques:

Books and Dissertations: *Anderson* (FS) applies computerized matrix techniques using sociometric interrelationships; *Cumberbatch* (FS) reports on the use of structured in-depth

interviews; *Essex* (FS) employs a focused-interview technique in a leadership behavior study; and *Frederick* (FS) evaluates the Delphi Technique as a methodology for goals decision-making.

Articles, Papers, and Reports: *Tersine* (PD) describes the Delphi Technique as a valuable planning tool; *Ekpo-Ufot* (FS) develops a questionnaire instrument to determine an individual's self-estimate of his competence to perform job tasks; *Kirchhoff* (FS) concludes that a Management Style Questionnaire is a valid and useful instrument for measuring goal use and is adaptable to MBO training; *Mitchell* (FS) employs a ten-item instrument for measuring Maslow's need hierarchy; *Wadsworth* (PD) outlines the steps in designing an instrument to measure job satisfaction; and *Marrett* (FS) develops measures for examining organizational communication in respect to networks and direction of communication.

Specialized Texts, Anthologies, Bibliographies, Reviews:

Articles, Papers, and Reports: *Cronkhite* (Review), on credibility research and factor analysis, concludes that researchers are too concerned with factor analyses of semantic differential scales and not enough concerned with exploring how credibility functions; *Downs* (Review), on methods of assessing organizational communication in organizations, examines ICA Audit, ECCO analysis, observation research, and experimentation in on-going organizations; *Hale* (Review) examines the literature in organizational communication empirical research that suggests a cognitive-constructivist approach; *Salem* (Review), on the subject of organizational communication as a discipline, points out the strengths and weaknesses of current organizational communication research; *Wood* (Review) examines critical incident research in respect to leadership actions; and *Golembiewski* (Review) presents three measurable kinds of change in existing research, and notes that an inadequate concept of change leads to misguided applied research.

Texts, Anthologies, Reviews, and General Bibliographies

This category of the literature includes 68 books and 12 articles/papers, representing 19% of all books and dissertations and 2% of all articles, papers, and reports.

The frequency of specific subclasses is shown on page 81.

Subclass	Books		Articles/Papers	
	Quantity	Percent	Quantity	Percent
Textbooks	28	41		
Tradebooks	29	43		
Anthologies	7	10		
Reviews			5	42
General Bibliographies	4	6	7	58
TOTALS	68	100	12	100

The number of textbooks and tradebooks, as selected in this survey, were about equal, and greatly exceeded the number of Anthologies and General Bibliographies in book form. Articles and papers in this classification consisted of five Reviews and seven General Bibliographies.

As indicated in the introduction to this Overview Chapter, specifically in the presentation of Table 1, the classification "Texts, Anthologies, Reviews, and General Bibliographies" excludes specialized works devoted to only one of the other classifications (e.g., Interpersonal Communication) as such works are listed under the particular area concerned. Therefore, in addition to the 80 writings covered by this immediate discussion, there are additional specialized texts, anthologies, bibliographies, and reviews in each of the other eight classifications.

Table 10 (Page 82) presents the names of authors relevant to each of the subclasses, and the commentary below furnishes a guide and overview as to the contents of selected works.

Textbooks:

Include 14 management-oriented works, and 14 communication-oriented works. Books directed specifically to the field of organizational communication were authored by *Huseman*, *Koehler*, *Lesikar*, *Lewis*, *Murphy*, *Rogers*, *Sanford*, and *Sigband*. It should be noted that a number of other organizational communication books have been recently published. They were not included in this volume because they were published after October 1, 1976. They will, however, be included in next year's volume.

Tradebooks:

Defined as books not judged to be university texts, include 29 publications in the subject areas of organization design, motivation, management development, personnel, communication,

Table 10

Texts, Anthologies, Reviews, General Bibliographies, and References—1976
Classification of Authors
by Major Subclass and Publication Format

Subclasses	Books & Dissertations	Articles, Papers, Reports
Textbooks:		
—Management-Oriented	Albanese, Dubrin, Dutton, Filley, Graham, Henderson, Hodgetts, Lau, Luthans, McLennan, Rodgers, Sikula, Steers, Wolf	
—Communication-Oriented	Hickson, Lazarus, Mahler, Shaw, Towers	
—Organizational Communication	Conboy, Huseman, Koehler, Lesikar, Lewis, Murphy, Rogers, Sanford, Sigband	
Tradebooks:		
—Organization Design	Bass, Belker, Champion, Mahler, Tannenbaum, Yorks	
—Motivation	Dickson, Henderson, Jenkins, Strickland, Walters	
—Organization and Management Development	Blake (2), Dinsmore, Farnsworth, Fuchs, McKain, Rathman	
—Personnel	Irish, Kellogg, Laking	
—Communication	Aram, Finkel, Keefe, Packer, Zaleznik	
—Special Organizations	Moer, Sheldon, White	
Anthologies:	Dunnette, Gildea, Leavitt, Owen, Strauss, Taylor, Tilley	
Reviews:	Goldhaber	Bernstein, Friedlander, Jones, E.M. Rogers
General Bibliographies:	Dyer, Falcione, Hanson, I.P.M.	Edney, Harrison, Hellman, Shonyo, Taylor, White, Young

and special organizations. The five works in the communication area, *per se*, are authored by *Aram*, *Finkel*, *Keefe*, *Packer*, and *Zaleznik*.

Anthologies:

Dunnette examines conceptual, methodological and practical aspects of behavior in organizations in 37 chapters, written by 40 different authors; *Gildea* brings together 17 case studies in organizational communication in order to illustrate the nature of internal and external communications employed by major organizations; *Leavitt* presents 10 essays relative to the interaction of organizations with society and other organizations; *Taylor* edits the best papers at the 1976 Annual Meeting of the Academy of Management, covering the major management areas, including organizational communication and organizational development; and *Owen* supplies a book of readings encompassing the field of organizational communication in terms of environmental context, key interpersonal variables, and the key management topics of motivation, leadership, performance appraisal, auditing procedures, change and conflict, and consulting.

Reviews:

Bernstein reviews organization theory and communication theory providing a comprehensive statement of definitions, analyses, and theories; *Goldhaber* discusses the emerging discipline of organizational communication; *Jones* summarizes the state of the art in occupational research including effectiveness, motivation, measurement, and prediction; and *E. M. Rogers* explores the effects of communication on organization and cultural change.

General Bibliographies:

Falcione provides an annotated bibliography of organizational communication writings in 1975, classified in nine literature groups. *Taylor* lists more than 300 health-related writings emphasizing the relationships between communication, organizational design, technology, and institutional policy; *Harrison* supplies an annotated bibliography with 209 entries related to decision-making, visual evoked responses, and learning as related to information processing in humans; *Hellman* organizes the literature as to the impact of communication on networks of primary relationships and communities; *Shonyo* compiles an annotated bibliography related to various areas of personnel management in isolated and confined environments; *Young* cites research on teaching effectiveness through interpersonal

relationships and provides 79 abstracts noting the applicability of specialized teacher training for specific student groups; *Edney* presents a bibliography relative to the role of communication in conflict and conflict resolution, giving attention to the categories of intrapersonal, interpersonal, group, organizational, political, and theoretical bases of conflict; and *Dyer* provides an annotated bibliography including 90 references on project management published through early 1975.

INTERPERSONAL COMMUNICATION IN ORGANIZATIONS

BOOKS AND DISSERTATIONS

Albano, Charles. *Transactional Analysis on the Job.* New York: AMACOM, 1974.

A brief introduction to TA. It is combined with Rendero's Communication with Subordinates in a single volume. P/D.

Aplin, John C. Jr. *The Impact of the Superior's Attitudes on the Management by Objectives Process.* Ph.D. Dissertation, University of Iowa, 1975. DAI, Vol. 36, No. 4, p. 2303-A.

Examines an ongoing MBO program to determine if interactions between a superior and subordinate prior to the MBO program can affect the subsequent MBO process. The research design includes a comparison of individuals perceived as above-average performers and individuals seen as lower performers. FS.

Benton, Douglas A. and Harold C. White. *Satisfaction of Job Factors for Registered Nurses,* Colorado State University, Fort Collins, CO., 1972.

Presents nursing survey conducted on various job factors related to safety and security, esteem, sociability, and self-actualization. Safety and security factors were found to be of greatest importance to the nurses followed by social, esteem, and self-actualization factors. The higher the perceived importance of the factors the less likely was the group to express a feeling of deficiency or dissatisfaction. Significance of the results for administrators and nursing supervisors is discussed. FS.

Brenenstuhl, Daniel C. *An Empirical Investigation of the Leadership Function as Affected by Leader Style, Interpersonal Trust, and Commitment to Future Interaction.* D.B.A. Dissertation, Indiana University, 1975. DAI, Vol. 36, No. 9, p. 6183-A.

Concludes from a laboratory experiment that leader style, interpersonal trust, and the expectation of future interaction have significant impact upon subordinate satisfaction and the aggressive feelings experienced by subordinates with little short-range impact upon subordinate performance. LS.

Comaford, Carter M. *The Smart Way to a Better Job,* New York: Carter Comaford Assoc. Inc.

A prescriptive text advising the job seeker how to match the strongest personality characteristics to four types of companies: entrepreneurships, establishments, bureaucracies, and autocracies. P/D.

Duffy, Patrick D. *Perceptions of Satisfactory and Unsatisfactory Leadership Styles of the Junior High School Principal.* Ed.D. Dissertation,

University of Southern California, 1975. DAI, Vol. 36, No. 11, p. 7083-A.

Finds that teachers and principals recognize effective communication as an essential element of satisfactory administrative style. Teachers are critical of principals who are weak in communication skills, will not listen, and do not work with teachers to solve problems. Principals are most critical of the quality of their communication skills and their lack of ability to control their tempers and to project a civilized, confident manner. FS.

Fernandez, John P. *Black Managers in White Corporations.* New York: John Wiley and Sons, 1975.

A sociological study of black managers in traditionally white corporations, this book may be useful for studying interracial conflict and other communication problems in the organizational setting. P/D.

Filley, Alan C. *Interpersonal Conflict Resolution.* Glenview, IL: Scott, Foresman and Company, 1975.

In nine succinct chapters, the author presents a unified approach to conflict resolution called Integrative Decision-Making (IDM). This paperback is one of seven in the Management Applications Series. The entire series is concerned with the application of contemporary research and theory to a variety of major areas in management and organizational behavior. T/C.

Goldhaber, G.M. and M.B. Goldhaber. *Transactional Analysis: Principles and Applications.* Boston: Allyn and Bacon, 1976.

Presents articles dealing with transactional analysis. Writers include Eldon Baker, Eric Berne, Haim Ginott, G. Goldhaber, and M. Goldhaber. This book uniquely combines original writing and selected articles. Could be used effectively in training activities. T/C.

Harris, O.J., Jr. *Managing People at Work: Concepts and Cases in Interpersonal Behavior.* Santa Barbara, CA: Wiley/Hamilton, 1976.

Investigates various aspects of management such as influences on human behavior, expectations of people at work, human needs, and the role of the manager in need-fulfillment, managerial responsibilities, and managerial challenges in organizations. T/C.

Hawkins, Brian L. *Superior-Subordinate Communication as Related to Interpersonal Need Confirmation.* Ph.D. Dissertation, Purdue University, 1975. DAI, Vol. 36, No. 10, p. 6366-A.

Studies dyadic organizational relationships in terms of the influence of three interpersonal needs (affection, dominance, certainty) on perceived frequency and duration of messages. Employs a two way need confirmation approach to examine the independent variables; 1) need satisfaction, and 2) expected satisfaction. Finds that combined indices

of need confirmation account for a significant percentage of message frequency/duration variance. FS.

Hendricks, Donald P. *Learning Environment Preferences of Managers Utilizing Nonverbal Communication Factors Associated with Transactional Analysis.* Ph.D. Dissertation, Iowa State University, 1976. DAI, Vol. 37, No. 2, p. 923-A.

Employs photographs illustrating nonverbal communication factors to study learning environment development programs. Finds that all educational levels prefer the adult ego state and the variables of effective communication, competence, and confidence. Other variables discussed include encouragement, warmth, enthusiasm, compliance, and demand for performance, among others. FS.

Hunt, Raymond G. *Interpersonal Strategies for System Management: Applications of Counseling and Participative Principles.* Monterey, CA: Brooks/Cole Publishing Company, 1974.

Completes another volume in the Behavioral Science in Industry series edited by Victor Vroom. The author urges managers to utilize a humanistic concept of management, involving participation, an absence of paternalism and punitive controls and an emphasis on organic system development. P/D.

Inderlied, Sheila D. *Management by Objectives and Contracting for Leadership Style: A Case Study.* Ed.D. Dissertation, University of Massachusetts, 1975. DAI, Vol. 37, No. 7, p. 67-A.

Describes an effort to combine and implement aspects of two well-known conceptual models: Management by Objectives, a superior-subordinate planning and assessment process; and the Life Cycle Theory of Leadership, a situational approach for determining appropriate leadership style. The case study yields mixed results and the author calls for further research in this area. FS.

Koberg, Don and Jim Bagnall. *The Polytechnic School of Values: Values Tech.* Los Altos, CA: William Kaufmann, Inc., 1976.

An "experiential" guide to self-awareness which attempts to facilitate decision-making skills. P/D.

Kudlinski, James R. *Effect of Job Situational Factors, as Moderated by Organizational Variables, on Job Performance and Satisfaction in a Research and Development Organization.* Ph.D. Dissertation, The American University, 1975. DAI, Vol. 36, No. 6, p. 3849-A.

Analyzes job situational factors and moderating variables in reference to management by objectives systems. Included in the seven situational factors is the degree of subordinate participation in establishing work objectives; and the four moderating organizational variables include the leadership style of the supervisor. FS.

Lopez, Felix M. *Personnel Interviewing: Theory and Practice.* 2nd Ed. New York: McGraw-Hill Book Company, 1975.

This second edition is extensively revised and integrates recent equal employment opportunity rulings, new job analysis, performance review, applicant processing, and trait identification techniques. The material retained from the first edition has been reorganized from the pre-employment steps through termination. The author discusses problems likely to be encountered in the interviewing process particularly the exit interview. P/D.

Mahler, Walter R. *How Effective Executives Interview.* Homewood, IL: Dow Jones-Irwin, 1976.

Basically this book is written for the executive who wants to improve his or her competence as an interviewer. The author focusses on five types of interviews: selection, performance, counseling, career discussions, and removal. P/D.

Maier, Norman R.F. *The Appraisal Interview: Three Basic Approaches.* La Jolla, CA: University Associates, Inc., 1976.

Emphasizes the relationship between objectives, methods, and skills in conducting the appraisal interview. Three specific styles are discussed and illustrated by lengthy transcripts from role-playing situations. These styles are then compared and their applications discussed. P/D.

Maile, Carlton A. *Self-Esteem and Source Credibility as Determinants of Attitude Change.* Ph.D. Dissertation, University of Georgia, 1975. DAI, Vol. 36, No. 8, p. 5402-A.

Presents a communications model giving consideration to several factors influencing persuasibility: 1) self-esteem, 2) dissonance reduction, 3) source credibility, and 4) source credibility threshold of receivers. Concludes that the model is a managerial tool for making better marketing decisions including market selection in terms of higher or lower self-esteem levels. LS.

McCann, F. and M. McCann. *An Experimental Study of Transactional Analysis as a Vehicle of Organizational Development.* Ph.D. Dissertation, United States International University, 1975. DAI, Vol. 36, No. 3, p. 1488-B.

Utilizes experimental and control groups in field research and finds that TA training does have positive effects on first-line supervisors in the areas of self-actualizing tendencies, cooperativeness, and communications in problem-solving situations; and that results did not conclusively reveal that TA had a positive influence on increased productivity. FS.

Mills, Keith A. *Selected Immediate and Longitudinal Effects of an Interpersonal Communication Skill Training Program Upon Selected Correctional Employees at the Louisiana Correctional Institute for Women.*

Ed.D. Dissertation, Louisiana State University, 1975. DAI, Vol. 36, No. 12, p. 7870-A.

Findings indicate 1) a significant longitudinal (60 days) and immediate change in employees' ability to communicate empathy, respect, and genuineness as a result of the training received, 2) no significant change in self-acceptance, self-control, and tolerance, and 3) a significant negative correlation within the experimental and control groups between the levels of empathy, respect, and genuineness, and self-acceptance. FS.

Mowday, Richard Thomas. *An Exploratory Study of the Exercise of Influence in Organizations.* Ph.D. Dissertation, University of California, Irvine, 1975. DAI, July 1976, Vol. 37, No. 1, p. 509-B.

Individuals rated high in influence activity by supervisors are characterized by 1) high motivational force to exert influence, 2) high need for power, 3) high self perceptional power. Those who are effective in exercising influence have 1) a high need for achievement, 2) youth, and 3) high likelihood that they would use "manipulation" as a method of influence. FS.

Rendero, Thomasine. (ed.). *Communicating with Subordinates.* New York: AMACOM, 1974.

A collection of essays designed for the layman. Each attempts to analyze practical communication situations. It is combined with Albano's Transactional Analysis. P/D.

Scalia, Frank Anthony. *Some Determinants of the Use of Power.* Ph.D. Dissertation, Carnegie-Mellon University, 1976. DAI, July 1976, Vol. 37, No. 1, p. 510-B.

Situational variables exert a clearly dominant influence relative to normal variations in individual differences in the use of power. FS.

Scott, Cuthbert L. III. *Interpersonal Trust, and the Laboratroy Method of Organizational Change.* Ph.D. Dissertation, University of Oregon, 1975. DAI, Vol. 37, No. 1, p. 449-A.

Examines the phenomenon of interpersonal trust and the effectiveness of lab training as a vehicle for increasing interpersonal trust. Employs a pre-test and post-test method in a longitudinal quasi-experimental research design. Finds six variables that consistenly appear as influential in determining interpersonal trust. LS.

Skaar, Gordon L. *The Use of Transactional Analysis in Project Management Organizations.* Naval Postgraduate School, Monterey, CA, June 1975.

Uses TA techniques and game models as a basis for guidelines for program managers in a Naval Acquisitions Organization. Reviews basic bureaucratic structure and the inherent problems of bureaucracies and how TA can be used in the organizational setting. P/D.

Sloss, John H. *The Effect of Interaction on Physician's Evaluations of the Task Performance of Their Supervisors.* Ph.D. Dissertation, University of Michigan, 1974. DAI, Vol. 35, No. 7, p. 3650-B.

Findings indicate a direct and positive relationship between interaction frequency and staff member's evaluation of the task performance of supervisors holding the positions of Chief of Staff, Chief of Medicine, and Chief of Surgery. The implications of the findings, the assumptions behind them, and the limitations of the data are discussed. FS.

Stafford, Michael Arnold. *Some Factors Affecting Influence Among Members of an Interview Panel.* Ph.D. Dissertation, New York University, 1975. DAI, May 1976, Vol. 36, No. 11, p. 5849-B.

Experts exert more influence in group decisions than nonexperts. Ethnic group members evaluating a similar ethnic group member are allowed greater influence than when the individual is dissimilar. LS.

Steele, Fritz. *The Open Organization: The Impact of Secrecy and Disclosure on People and Organizations.* Addison-Wesley Publishing Company, Reading, MA, 1975.

Based upon his experience as an organizational consultant, the author attempts to examine the costs and rewards associated with decisions concerning high versus low disclosure. His three goals are: 1) to assist the reader in understanding the disclosure process, 2) to examine the consequences of short- and long-term patterns of disclosure, and 3) to suggest a change in the pattern of disclosure in an organization. P/D.

Swisher, Robert D. *Professional Communication Behavior of Academic Librarians Holding Membership in the American Library Association.* Ph.D. Dissertation, Indiana University, 1975. DAI, Vol. 36, no. 11, p. 7027-A.

Studies the relationship between situational characteristics of academic librarians and participation in professional communication activities. Concludes that factors positively related to professional communication participation are educational attainment, publication activity, administrative responsibility, and experience; and that age, sex, marital status, and job mobility are not related to professional communication participation. FS.

Taylor, Carolyn L. *The Impact of Management by Objectives and Results Upon Attitudes and Competency Perceptions of Practicing School Administrators.* Ph.D. Dissertation, The University of Wisconsin, Madison, 1975. DAI, Vol. 36, No. 8, p. 4948-A.

Compares the attitudes and perceptions of MBO/R (Management by Objectives and Results) administrators and non-MBO/R administrators. Finds no significant attitudinal differences but does find differences between the two groups in competency perceptions, with the non-MBO/R administrators perceiving themselves to be more competent. FS.

Toker, Feth. *Assimilation and Contrast in a Person's Evaluation of His Own Performance.* Ph.D. Dissertation, University of California, Los Angeles, 1975. DAI, Vol. 36, No. 1, p. 484-B.

Studies the judgments of supervisors and subordinates in the appraisal interview, endeavoring to determine reasons for defensiveness and differences in perception. Hypotheses are tested in a laboratory experiment. LS.

Weiss, Howard M. *Supervisor Characteristics and Subordinate Imitation: The Influence of Modeling on Behaviors, Expectancies, and Values.* Ph.D. Dissertation, New York University, 1976. DAI, Sept. 1976, Vol. 37, No. 3, p. 1475-B.

Perceived supervisor success and competence are positively related to agreement in self-described behavior patterns of supervisors and subordinates. Similarity is more related to supervisor success, competence, and reward power for low self-esteem subordinates. FS.

White, Bonnie Y. *Superordinate and Subordinate Perceptions of Managerial Styles of Selected Male and Female College Administrators.* Ed.D. Dissertation, Brigham Young University, 1976. DAI, Vol. 37, No. 2, p. 841-A.

Studies managerial self-perceptions of male and female college administrators, and the managerial style perceptual differences between these administrators and their subordinates. Finds no difference in the disparity of style perceptions between female administrators and their subordinates, as compared to male administrators and their subordinates. FS.

White, Harold C. *Perceptions of Leadership Styles by Nurses in Supervisory Positions,* Arizona State University, Tempe, AZ, 1971.

Reports on a nursing survey which found that the most effective leadership style was characterized by managers who seek to utilize the ideas and special knowledge of subordinates. Such managers also share information with subordinates as well as display trust and confidence in them. A description of the questionnaire format is presented along with graphic presentations of the complete findings. FS.

Young, Frederick W. *The Effects of Relative Levels of Congruence and Incongruence of Verbal and Nonverbal Communication on the Perceptions by the Subordinate of the Superordinate/Subordinate Relationships.* Ed.D. Dissertation, Temple University, 1974. DAI, Vol. 37, No. 1, p. 211-A.

Findings indicate that 1) messages congruent in both verbal and nonverbal content are conducive to more positive ratings of the superordinate and improved recall of content by the subordinate, 2) recall of verbal information decreased, and 3) affective situations tend to be inherently more congruous in terms of verbal and nonverbal communication due to the basically affective nature of nonverbal communication. LS.

ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS

Acuff, Frank L. and Maurice Villere. "Games Negotiators Play," *Business Horizons*, Vol. 19, No. 1, 1976, pp. 70-76.

Game playing while negotiating is depicted as unproductive. From a transactional analysis point of view, a number of games like "snow job," "wheat and chaff," and "wooden leg" are described. P/D.

Bass, Bernard M. *et al.*, "Management Styles Associated With Organizational Task, Personal, and Interpersonal Contingencies," *Journal of Applied Psychology*, Dec. 1975, Vol. 60, No. 6, pp. 720-729.

Five dimensions of management style are derived (direction, negotiation, consultation, participation, and delegation). Direction most likely to appear with structure and clarity; negotiation with short-term objectives and authoritarian subordinates; consultation with long-term objectives and intragroup harmony; participation with clarity and warmth; and delegation with warmth and lack of routine tasks. FS.

Bell, Chip R. "The Trainer as Machiavelli," *Training and Development Journal*, Vol. 30, No. 4, April 1976, pp. 38-40, 42.

Power should be seen as a tool. Author contends we should recognize high needs of others and use this knowledge to meet our ends. Included is a discussion of cognitive dissonance theory and how to use it, as well as other personal power techniques. As such, we should be judged as to its appropriateness, rather than an absolute rule against manipulation. P/D.

Bernardin, John H. and Kenneth M. Alvares. "The Effects of Organizational Levels on Perceptions of Role Conflict Resolution Strategies," *Organizational Behavior and Human Performance*, Aug. 1975, Vol. 14, No. 1, pp. 1-9.

Perceptions of role conflict resolution strategies are a function of organizational level and type of conflict. FS.

Bhola, H. S. "Power: The Anchor of Stability, the Lever of Change (Notes Towards a General Theory of Being and Society)," July 1975, 30 p. ERIC ED 828.

Power is suggested as explaining individual, group and institutional behavior. Educational change is seen as a process of substituting old power arrangements with new ones. This paper is addressed especially to the educational environment. T/C.

Bledsoe, John L. "Your Four Communicating Styles," *Training*, Vol. 13, No. 3, March 1976, pp. 18-21.

The author contends that there are four primary communication styles: intuiting, thinking, feeling, and sensing. Effective communication is a matter of "style-flexing," or changing your style to meet the situation. T/C.

Bordonaro, Frank P. "The Dilemma Created by Praise," *Business Horizons*, Vol. 19, No. 5, 1976, pp. 76-81.

Praise can create tension if it is not consistent with the self concept. Therefore, feedback needs to be managed carefully. P/D.

Bozarth, Jerold D., *et al.* "Arkansas Studies in Vocational Rehabilitation. Monograph XIX. Client Counselor Interaction, Patterns of Service, and Client Outcome: Overview of Project, Conclusions, and Implications," Arkansas Rehabilitation Research and Training Center, Fayetteville, AR, Dec. 1974, 29 p. Grant SRS-12-55219.

Summarizes a 5-year study on how vocational counselors' interview behaviors and clients' characteristics relate to client outcome measures. Includes analysis of counselors reflecting empathy, respect, and genuineness in client interviews. FS.

Cohen, Stephen L. and Kerry A. Bunker. "Subtle Effects of Sex Role Stereotypes on Recruiters' Decision," *Journal of Applied Psychology*, Oct. 1975, Vol. 60, No. 5, pp. 566-572.

Recruiters hire females for female-oriented positions and males for male-oriented positions. FS.

Colby, John D. and Ronald L. Wallace. "The Art of Leveling With Subordinates About Their Performance," *Supervisory Managenent*, Vol. 20, No. 12, Dec. 1975, pp. 26-29.

Ideally, an appraisal interview is intended to help both employee and supervisor But in practice it is a frustrating experience for both. Included are tips on solving this dilemma. day-by-day appraisal, encouraging self-appraisal, outline expectations, demonstrate sincere interest, and actively listen. P/D.

Corporan, Chuck. "What Do You Say After You Say 'Good Morning'?" *Training and Development Journal*, Vol. 29, No. 11, Nov. 1975, pp. 44-47.

Transactional analysis may be a means of improving a salesperson's interpersonal abilities. Included are examples of the three ego states in a sales situation. Suggestions are made on how to respond to these situations for improved chances of making the sale. P/D.

Cowan, John. "A Human-Factored Approach to Appraisal," *Personnel*, Vol. 52, No. 6, Nov.-Dec. 1975, pp. 49-56.

The appraisal process demands from the supervisor human sensitivity and interpersonal skill. The author cautions that a performance review is a person-to-person process and cannot be computerized. P/D.

Dalena, Donald T. and Richard I. Henderson. "The Non-Leaders: Incompetents and Other Bunglers," *Supervisory Management*, Vol. 21, No. 5, May 1976, pp. 18-24.

Declining product quality and quantity may be traced to the treatment of employees by managers. Included is a discussion on various types of managers (abrasive, arrogant, explosive, now committed, and shaky) and the types of problems they can cause. Also included is a supervisory responsibility checklist. P/D.

Daly, John A., James C. McCroskey, and Raymond L. Falcione. "Communication Apprehension, Superior Communication Receptivity, and Satisfaction with Superiors," paper presented at the Annual Meeting of the Eastern Communication Association, Philadelphia, PA, March 1976.

Evidence suggests that there is a significant positive relationship between superior communication receptivity and the subordinates, satisfaction with supervision. A main effect for participation permissiveness and an interaction between the permissiveness and communication apprehension was found. FS.

———, "Homophily—Heterophily and the Prediction of Supervisor Satisfaction," paper presented at the Annual Meeting of the International Communication Association, Portland, April 1976.

Drawing from an extensive literature review, five dimensions of homophily—heterophily (similarity—dissimilarity) were predicted to affect satisfaction with supervisors. The study examined the relevant importance of each dimension of homophily—heterophily (attitude, background, value, appearance, and job) in the prediction of supervisor satisfaction. Using two independent samples, findings revealed that attitude and value homophily served as significant predictors of satisfaction in both samples. FS.

Demidovich, John W. "How to Sell Your Ideas to Management," *Data Management*, Vol. 13, No. 10, Oct. 1975, pp. 16-22.

A popularized public address by an Air Force school professor includes the need to listen, to defer judgment, open the mind, look through another's eyes, and anticipate that person's thoughts and feelings as ways to improve oneself. Emphasis goes to the need to innovate and remain flexible in order to "make things happen in your company." P/D.

Dobruszek, Zhigniew. "The Personality of Managers," *Polish Psychological Bulletin*, 1975, Vol. 6, No. 4, pp. 207-216.

Leading managerial personnel are superior to their ordinary counterparts in intellectual efficiency, suspiciousness, enviousness, taciturnity and insecurity. FS.

Dunn, William L. "A Comparison of Eight Schools of Public Policy," Rand Corp., Santa Monica, CA, Aug. 1975, 11p.

Discusses how various academic programs are training public policy analysts for the varied duties of evaluation, planning, implementation, and coordination. Also emphasizes the informal communication liaison function that most such analysts must fulfill. P/D.

Falcione, Raymond L. "Behavioral Components of Perceived Supervisor Credibility," paper presented at the Annual Meeting of the International Communication Association, April 1974, 20 p. ERIC ED 108 263.

Describes a factor analytic study which sought to discover the dimensions of credibility in the context of subordinate and supervisor interaction. The study confirms perceived supervisor credibility is a function of subordinate's participation in decision-making, communication reciprocity, feedback perceptiveness, responsiveness, and permissiveness. FS.

Farr, James L. and Michael York. "Amount of Information and Primacy-Recency Effects in Recruitment Decisions," *Personnel Psychology*, Summer 1975, Vol. 28, No. 2, pp. 233-238.

Recency effects occur when interviewers are required to make repeated judgments. Primacy effects are observed when single judgments are required. LS.

Gery, Gloria J. "The Hiring Process: Interviewing Women and Minorities," *Supervisory Management*, Vol. 20, No. 10, Oct. 1975, pp. 9-15.

Advice is given on interviewing these groups. Tips include: avoid discrimination; get to the point; avoid assumptions and stereotypes; watch your language; evaluate fairly; weigh strengths and weaknesses; allow for nervousness; look for success indicators; and describe the job fully. P/D.

Goldhar, Joel D. "Information Flows, Management Styles, and Technological Innovation," *IEEE Transactions of Engineering Management*, Vol. EM-23, No. 1, February 1976, pp. 51-62.

Recent changes both in government and corporate attitudes toward R&D budgets make effective R&D management more important than ever. The research provides a data base for improving R&D managment through better understanding of the management style variables in the innovation process (concentrating on "idea generation"). FS.

Golightly, Henry O. "How to Turn Subordinates On—Or off," *Data Management*, Vol. 13, No. 12, December 1975, pp. 25-27.

An executive must accept that his/her words have power. An inadvertent remark can turn off employees wholesale. One needs to state plans in terms of challenge, not correction; recognize special effort; respond to each person as an individual, and keep people informed. P/D.

Greller, Martin M. "Subordinate Participation and Reactions to the Appraisal Interview," *Journal of Applied Psychology*, Oct. 1975, Vol. 60, No. 5, pp. 544-549.

Participation in interaction correlates significantly with perceived appraisal helpfulness and satisfaction while control of goal setting does not correlate meaningfully. The invitation to participate was most predictive of appraisal satisfaction. FS.

Hafstede, G. "Perceptions of Others After a T Group," *Journal of Applied Behavioral Sciences*, July-Sept. 1975, Vol. 11, No. 3, pp. 367-377.

After a three day T-group managers indicated a wider gap between perceived "self" and "boss" improvement needs in the interpersonal area. FS.

Helmich, Donald L. and Paul E. Erzen. "Leadership Style and Leader Needs," *Academy of Management Journal*, June 1975, Vol. 18, No. 2, pp. 397-402.

There is a positive relation between task-oriented leadership and a lack of fulfillment of leader's personal needs. Employee-oriented style is related to a higher degree of need fulfillment. FS.

Heneman, Herbert G., *et al.* "Interviewer Validity as a Function of Interviewer Structure, Biographical Data and Interviewee Order," *Journal of Applied Psychology*, Dec. 1975, Vol. 60, No. 6, pp. 748-753.

Low validities were observed using interview ratings and performance measures. Only interviewee order had an appreciable effect on interviewer validity. LS.

Hill, Norman. "Self-Esteem: The Key to Effective Leadership," *Administrative Management*, Vol. 37, No. 8, Aug. 1976.

Gives three views of leadership found in management literature: democratic, participative management, and contingency approach. Suggests that self-esteem plays critical role in an individual's leadership effectiveness. Successful leaders seem to exhibit two characteristics: confidence in their own ability and high expectations of others. T/C.

Hobert, Bob and Jim Martin. "Home Truths for Managers," *Training*, Vol. 13, No. 3, March 1976, p. 34.

Interpersonal relationships are an important part of managerial effectiveness. The manager should not only criticize, but look for opportunities to praise. Included is a set of questions to identify how a manager may handle these relationships. P/D.

Holland, Winford E., Nancy S. Bushman, and William J. Kretlow. "Management Style and Nature-of-Problems as Predictors of Information Source Importance," *Journal of Applied Communication Research*, Vol. 3, Nov. 1975, pp. 85-97.

Focuses on nature-of-problem and managerial style variables. "Critical incident" method was used to collect data. Suggests that there may be basic connections between problem characteristics, information source choice, and managerial style. FS.

Holmes, Douglas S. "Leadership and Women in Organizations," Human Resources Research Organization, Alexandria, VA, July 1969, 66 p. Contract DAHC 19-69-C-0018.

Included among a broad range of topics on leadership and women, is a discussion of the differences between men and women in organizations. Suggests that while task functions may be similar for men and women, maintenance functions may differ. Sex-related differences in leadership, as well as the special problems of female leaders are also discussed. T/C.

James, Murial S. *The OK Boss*, Reading, MA: Addison-Wesley, 1976.

Strong points of book include a discussion of seven "OK" and "Not-OK" bossing styles and sections on effectiveness and efficiency. Weak points include sections of self-discovery and tips-and-tricks. Book generally makes no reference to past work on TA. Listed in review are other works on TA. P/D.

Johnson, Michael L. "Coping with 'Executive Extras'," *Industry Week*, Vol. 189, No. 4, April 26, 1976, pp. 43-46, 48, 50.

An "open door policy" means that a manager stays available to subordinates all the time. This results in frustration because of delicate personal problems, "bitching," and a noisy telephone bell. Such "extras" can hurt productivity unless planned for properly. P/D.

Kapelman, M.D. "The Contrast Effect in the Selection Interview," *British Journal of Educational Psychology*, Vol. 45, No. 3, Nov. 1975, pp. 333-336.

Contrast effects were observed in a series of interviews. However, the effects accounted for only 11 percent of the total decision variance. The candidate's own standard of performance was the most important factor. Contrast effects were most influential in the assessment of candidates with intermediate performance. LS.

Killworth, Peter D. and H. Russell Bernard. "A Comparison of Structure in Behavioral and Cognitive Social Network Data," West Virginia University, Department of Sociology and Anthropology, Morgantown, WV, June 1976, 55 p. Report No. KB-113-76, Contract N00014-75-C-0441.

Using sociometrics the authors analyzed behavioral and cognitive social network data using several groups whose communication could easily be studied. Compares the triadic-level structure inherent in both the behavioral and social structures and discusses comparisons. FS.

Kramarsky, David. "Management Learns to Assert Itself," *Administrative Management*, Vol. 37, No. 3, March 1976, pp. 20-21.

People can be assertive without being obnoxious; this requires an emphasis on listening skill. Midway between passivity and agressiveness, assertiveness has advantages for "reaching" others in the organization. P/D.

Liddell, William W. and John W. Slocum, Jr. "The Effects of Individual-Role Compatibility Upon Group Performance: An Extension of Schutz's

FIRO Theory," *Academy of Management Journal*, Vol. 19, Fall 1976, pp. 413-425.

Male undergraduates are used to investigate the effects of differential degrees of compatibility between group members' personalities and the behavioral requirements of their roles. Communication network studies are reviewed. LS.

Lippitt, Ronald, and Gordon Lippitt. "Consulting Process in Action," *Training and Development Journal*, Vol. 29, No. 5, May 1975, pp. 48-54.

Divides the client consultant relationship into four phases with several work actions constituting each phase. P/D.

Lorey, Will. "Mutual Trust is the Key to Open Communication," *Administrative Management*, Vol. 37, No. 9, Sept. 1976.

Emphasizes the importance of trust in the work environment. Discusses the presence of dysfunctional, formal rules as a hindrance to the organization's effectiveness. Indicates the value of keeping employees informed and, if possible, involved in the decision-making processes. P/D.

MacDonald, Alexander B. "Freedom of Information or Suppression of Communication," Army War College, Carlisle Barricks, PA, Oct. 1975, 33 p.

Suggests ways the Freedom of Information Act affects internal management problems of the U. S. Army. Outlines how the act affects interpersonal relations and morale for management and soldier. P/D.

Marcum, Patricia J. "The Style That Stifles," *Supervisory Management*, Vol. 21, No. 6, June 1976, pp. 30-33.

Often long term goals can be overshadowed by short term ones. An example of one-way communication is discussed to show that while such a style may have short term effects, in the long run it can stifle. The manager should develop two-way communication techniques, look at the overall situation, see goals rather than roles, and establish a supportive climate. P/D.

Matsui, T., T. Osawa, and T. Terai. "Relations Between Supervisory Motivation and the Consideration and Structure Aspects of Supervisory Behavior," *Journal of Applied Psychology*, Vol. 60, No. 4, August 1975, pp. 451-454.

Self-reports by supervisors of outcomes for both consideration and structure correlated significantly with self-descriptions and subordinate descriptions of the supervisor's behavior. There is a diminishing effect for consideration motivation and an accelerating effect for structure motivation of supervisory behavior. FS.

Mattox, William R. "Management by Objective and the New Officer Efficiency Report: A Valid Concept for the Army Reserve," Army War College, Carlisle Barracks, PA, Dec. 1975, 40 p.

Reports Army research which suggests that modified concepts of MBO, including extensive on-going communication between rater and rated officer, would be applicable and well-received for Reserve Officer training and evaluation programs. P/D.

Morano, Richard A. "Managing Conflict for Problem-Solving," *Personnel Journal*, Vol. 55, No. 8, pp. 393-394.

The author utilizes the Johari window as a tool for managing conflict within an organization. He systematically explains how the concept of openness between the parties involved can facilitate problem solving. The importance of close interpersonal relationships as emphasized by Fiedler is applied to manager-employee relations. T/C.

Mosher, Lanning S. "Grievance Procedures," *Supervisory Management*, Vol. 21, No. 8, Aug. 1976, p. 20-26.

Every manager should be aware of the procedures used in handling grievances. Discussion centers on various factors in handling grievances including setting objectives, accepting your role, preparation and coaching, planning meetings, controlling the meeting, being a good listener, accepting the union representative, thinking before responding, answering with a purpose, following up, and taking preventive action. P/D.

Norman, Kent L. "Effects of Feedback on the Weights and Subjective Values in an Information Integration Model," *Organizational Behavior and Human Performance*, Vol. 17, 1976, pp. 367-387.

A theoretical model of information integration is delineated and tested on groups of psychology students. Judgments were affected by feedback. LS.

Oldham, Greg R. "Motivational Strategies Used by Supervisees' Relationships to Effectiveness Indicators," *Organizational Behavior and Human Performance*, Vol. 15, 1976, pp. 66-86.

Six supervisor strategies are interpreted and tested in 10 stores of a national retail chain. The dependent measure of effectiveness was rated by store manager as a function of 1) middle managers: ability to get subordinates to work hard and well and 2) productivity of middle managers: subordinates. Strategies found to be related were personal rewards, setting goals, designing feedback systems, placing personnel, and designing job systems. Consideration and structure as measured by the LOQ and LBDQ were unrelated. FS.

O'Reilly, Charles A. and Karlene H. Roberts. "Relationship Among Components of Credibility and Communication Behaviors in Work Units," *Journal of Applied Psychology*, Feb. 1976, Vol. 61, No. 1, pp. 99-102.

Organizational units characterized by high credibility showed significantly higher perceptions of information accuracy and communication openness and of interaction rates, although the credibility dimensions (safety, expertise, and dynamism) displayed some differential relationships. FS.

Petrie, Donald J. "How to Explain the Dollars and Cents of Pay Policies," *Personnel*, Vol. 53, No. 1, Jan.-Feb. 1976, pp. 27-32.

Managers who make sure their employees understand their salary practices fully appear to increase subordinates' willingness to communicate about other matters. This concept from a cassette program explains one approach to this matter. P/D.

Rand, Thomas M. and Kenneth N. Wexley. "Demonstration of the Effect: Similar to Me," in "Simulated Employment Interviews," *Psychological Reports*, Vol. 36, No. 2, April 1975, pp. 535-544.

Biographical similarity of interviewer and applicant led to more positive evaluations of applicant. Racially predjudiced interviews were more negative in their evaluations regardless of applicant race. LS.

Reiter, Elanor. "I'd Like to See You in My Office," *Supervisory Management*, Vol. 21, No. 5, May 1976, pp. 9-11.

As soon as a supervisor says, "I'd like to see you in my office," he/she causes the subordinate to imagine such horrible scenarios as, "My goodness, the boss knows!," "What did I do now?," or "I'm fired!" The supervisor's "Adult" thus hooks the subordinate's "Child" ego state (Transactional Analysis terminology). Empathy prevents such fears. P/D.

Rice, Joseph A. and John B Colby. "Communication Barriers: Individual Quirks and Corporate Personalities," *Supervisory Management*, Vol. 21, No. 4, April 1976, pp. 2-10.

Communication problems cannot be solved by any one method. Each problem must be handled in a situational manner. Discussion centers on many examples of communication problems and their course, and possible solutions. P/D.

Rotondi, Thomas Jr. "Behavior Modification on the Job," *Supervisory Management*, Vol. 21, No. 2, Feb. 1976, pp. 22-28.

Managers can use behavior modification to increase the number of desired reponses among workers. A seven-step process is discussed: 1) create a consistent work environment, 2) determine desired behavior of subordinates, 3) determine types of rewards, 4) communicate desired behaviors and rewards, 5) provide rewards immediately, 6) provide rewards on a variable-ratio schedule, and 7) minimize use of punishment. P/D.

Sadler, P.J. and G.H. Hofstede. "Leadership Styles: Preferences and Perceptions of Employees of an International Company in Different Countries," *International Studies of Management and Organization*, Vol. 6, Fall 1976, pp. 87-113.

Using the leadership conceptualization of Tannenbaum and Schmidt in attitude surveys, the authors report preferences of employees from 46 countries in an international company. There were differences in responses from different countries. FS.

Sank, Lawrence I. "Perceived Trait Co-occurrences According to Managerial Role: A Structural Representation," *Journal of Vocational Behavior*, Vol. 7, No. 2, Oct. 1975, pp. 189-200.

Managers in a highly competitive organization having frequent formalized evaluative procedures, ascribe high negative attributes to peers perceived as effective and have relatively undifferentiated views of their ineffective peers and ineffective subordinates but not their superiors who are viewed critically whether effective or not. FS.

Sharpe, Fenton. "Trust—Key to Successful Management." *OSSC Bulletin*, Vol. 19, No. 2, Oregon State Study Council, Eugene, Oct. 1975, 27 p. ERIC ED 113 827.

Explores the concept of trust and its implications for people working at various levels within school systems. Research is cited for the results of a climate of distrust and the effects of a climate of trust. Some specific actions that a leader may take to develop a high trust level in an organization are discussed. T/C.

Shull, Fremont and William P. Anthony. "Attitudes Toward Role Conflict and Disciplinary Action: A Comparison of Black and White Supervisors," *Journal of Psychology*, Vol. 93, No. 1, May 1976, pp. 147-148.

Organizational setting socializes individuals in the organization so as to minimize organizational differences between black and white supervisors on role conflict or discipline. FS.

Simon, David H. "Does Your Boss Know What You Want?" *Chemical Engineering*, Vol. 82, No. 12, June 9, 1975, pp. 96-98.

If you feel scared of talking to your boss, use this planning guide to "get through." Assert yourself, and make certain your boss knows you. P/D.

Sirny, Rudolf F. "How's Your Managerial Momentum?" *Supervisory Management*, Vol. 21, No. 3, March 1976, pp. 18-26.

Momentum can make a manager's job easier. Included are seven keys to maintaining momentum. Some selected examples are: be a change agent, know your organization, know your people, and develop ability to sell your ideas. Also included is a managerial momentum self-analysis, and a rating scale. P/D.

Sorrell, B. D. "Is Anybody Listening?" *Data Management*, Vol. 13, No. 12, Dec. 1975, pp. 34, 45.

Managers who listen with empathy and stay "tuned" for subordinate feedback do well. A review of relevant communication theory shows a manager the way. P/D.

Sperry, Len and Lee Hess. "When Charlie's Problem Becomes Your Problem," *Training and Development Journal*, Vol. 30, No. 7, Feb. 1976, pp. 54-59.

Managers must seriously consider their role as a communicator and a counselor. Included in a discussion on contact counseling as a type of communication, its phases (keying, responding, and guiding), and six life-coping questions (i.e., what is my problem or situation?). P/D.

Sussman, Lyle. "Communication: What Are Your Assumptions?" *Supervisory Management*, Vol. 21, No. 1, Jan. 1976, pp. 35-37.

Communication principles are reviewed as six incorrect assumptions: 1) the message sent is the same as that received, 2) one "sends" only what one is conscious of, 3) words contain meanings, 4) communication ceases once message ends, 5) if communication fails, the receiver is to blame, and 6) communication hardware solves problems. P/D.

Szybilla, George J. "A Situational Influence on the Relationship of a Consumer Attribute to New Product Attractiveness," *Journal of Applied Psychology*, Vol. 60, No. 5, Oct. 1975, pp. 652-655.

Fashion opinion leaders find new, limited distribution fashions more attractive than new fashions having wide distribution. This effect is even greater when opinion leaders are compared to nonleaders. FS.

Tjosvold, Dean. "Control Orientation, Nonnegotiable Demands, and Race in Conflict Between Unequal Power Persons," paper presented at the Annual Meeting of the American Educational Research Association, April 19-23, 1976, 22 p. ERIC ED 120 935.

Suggests that control orientation of educators may cause them to resist compromise in conflict situations for fear of appearing ineffective to colleagues. Reducing the pressure of being in control may help educators manage conflict constructively. LS.

Watson, Charles E. "The Problems of Problem Solving," *Business Horizons*, Vol. 19, No. 4, Aug. 1976, pp. 88-94.

Common pitfalls of problem solving and some methods for identifying problems and their causes are provided from an intrapersonal and interpersonal perspective. Perception and definition are key variables. P/D.

Wood, Marion M. "The Give and Take of Communication," *Supervisory Management*, Vol. 21, No. 6, June 1976, pp. 24-28.

Since employees frequently take the initiative in communicating with managers their "demands" for change, the following become even more vital to the manager: knowledge of the other person, sensitivity and flexibility, active listening, and nonverbal as well as verbal elements. P/D.

Yorks, Lyle. "I Speak Your Language," *Data Management*, Vol. 13, No. 9, Sept. 1975, pp. 34-35.

Based on Jung's four elements of personality (intuition, thinking, feeling, and sensation), this examines personality styles in relation to promoting continuing dialogue and lessening resistance to new concepts. Style conflict, style modification, and diagnosing others are each taken up. T/C.

Zemke, Ron. "Better Ways to Help Train People to Win in Interpersonal Relations," *Training*, Vol. 13, No. 8, Aug. 1976, pp. 12-14.

We can manage our interpersonal relations better if we can recognize another's behavioral style. The five principles behind this recognition are: individual differences exist and are important; individual style differences tend to be stable; style is an interactive behavioral process—not personality; there are a finite number of styles; and we all make judgments about people based on style. T/C.

——— "A Way to Train People to Communicate More Effectively," *Training*, Vol. 13, No. 8, Aug. 1976, p. 15.

Briefly describes Carl Jung's theory of psychological types, and how this is being applied to organizational problems and communicating styles technology. Summarizes CST communicating styles—"thinker," "feeler," "sensor," and "intuitor." P/D.

Zenger, John H. "Responsible Behavior: Stamp of the Effective Manager," *Supervisory Management*, Vol. 21, No. 7, July 1976, pp. 18-24.

Article discusses findings of a study on responsible management behavior, which is broken down into four areas: 1) behavior with subordinates (manager takes complete control of the group); 2) behavior toward upper management (accepts criticism for mistakes and buffers his group from excessive criticism); 3) behavior with other groups; and 4) attitudes (identifies with group). Also included are suggestions for developing responsible managers. FS.

(No author, alphabetized by title)

"Body Language; Insight Into Engineering Teams," *Automation*, Vol. 23, No. 1, Jan. 1976, p. 5.

Reviews Marie and Charles Dalton's "Nonverbal Communication in Engineering Teams." This popularized writing sums up the basic principles of nonverbal communication related to the engineer on the job. P/D.

"Understanding the Guidelines for the Rehabilitation Act of 1973 on Expanding and Improving Services to the Severely Handicapped. The Intake Process," West Virginia Research and Training Center Institute, 1975, 30 p. Grant SRS-45-81043.

Offers suggestions for rehabilitation counselors in making the intake phase more responsive to handicapped clients. The two major components of the intake process are: 1) the exchange of information between client and counselor and 2) the recording of information by the counselor. Includes a bibliography on interviewing techniques and suggested reading for rehabilitation counselors. P/D.

SEE ALSO

Intragroup Communication: Cooper, Dawes, Oh, Uhlaner
Intergroup Communication: Aldag, Kramarsky, Shapira
Communication Factors and Organization Goals: Abdel-Halim, Apkarian, Bartol, Bons, Borland, Bowman, B.R., Bowman, J., Burns, Brennan, Brown, Conklyn, Conran, Crates, Death, Dubrin, Ellis, Espy, Fluck, Flynn, Green, Herbert, Hersey, Hinton, Jackson, Kramarsky, Krivonos, Lahiff, Likert, Lobb, Mai-Dalton, Mangee, Mattox, Minnich, Miskel, Mitchell, Oldham, Olsen, Petty, Powell, Proske, Rose, Schneider, Scholtes, Shin, Simpson, Sinatra, Skaar, Smith, Spector, Steers, Szura, Tombaugh, Truog, Walker, Walter, Weihrich, Weiser, Wright
Skill Improvement and Training: Becker, Bostwick, Brock, Burnaska, Collins, Cougle, Fine, Goodale, Harbin, Hausser, Kuriloff, Masi, Morris, Rebedean, Zemke
Communication System Analysis: Curow, Harrison
Research Methodology: Cronkhite
Texts, Anthologies and Reviews: Higginson, Kellog, Mahler, Schmitt, Shonyo, White

INTRAGROUP COMMUNICATION IN ORGANIZATIONS

BOOKS AND DISSERTATIONS

Anderson, Alonzo B. *Toward a More Complex Model of Group Cohesion: The Interactive Effects of Success-Failure, Participation Opportunity, Intrinsic Interest and Pay Condition.* Ph.D. Dissertation, Michigan State University, 1974. DAI, Vol. 36, No. 1, p. 487-B.

Concludes that 1) the level of cohesiveness of task-oriented groups is dependent on a complicated and extensive set of variables; 2) success-failure and participation opportunities are primary antecedents of cohesion; 3) intrinsic rewards and pay condition are secondary determinants; and 4) the effects of participation opportunity on cohesion are modified by success-failure and the level of intrinsic rewards received by a group member. LS.

Bartol, Kathryn M. *Male and Female Leaders in Small Work Groups: An Empirical Study of Satisfaction, Performance and Perceptions of Leader Behavior.* East Lansing, MI: Division of Research, Graduate School of Business Administration, Michigan State University, 1973.

Studies the extent to which male and female leaders were perceived by their followers as differing in the performance of certain group leadership functions. Also examines the satisfaction levels of followers in groups led by male and female leaders; the satisfaction levels of the leaders *per se*; and the affect of certain personality variables on leadership and group satisfaction. LS.

Bradford, Leland P. *Making Meetings Work: A Guide for Leaders and Their Group Members.* La Jolla, CA: University Associates, 1976.

An easy-to-read book aimed at nonscholars. In addition to discussing traditional aspects of groups such as leadership, task, and maintenance functions, the book includes an appendices of experiential techniques for facilitating the individual's interpersonal skills. P/D.

Broddwell, William E. *A Comparison of the Interactions in Small Groups of Managers with Those in Similar Groups of Non-Managers in Decision-Making Situations.* Ph.D. Dissertation, Georgia State University, 1976. DAI, July 1976, Vol. 37, No. 1, p. 518-B.

Nonmanagers have a tendency to want to ask for and give information while managers are more inclined to ask for and give opinions. Managers appear freer to agree and disagree, while nonmanagers exhibit more friendly acts as well as acts displaying tension release. FS.

Cave, John E. Jr. *Effects of Trained Discussion Leaders on Group Problem Solving, Outcomes, and Participant Satisfaction.* Ph.D. Dissertation, University of Minnesota, 1975. DAI, Vol. 36, No. 4, p. 2305-A.

Employs an experimental research model to examine the subject of leader's behavior, group performance, and member satisfaction. Various measures of decision quality, decision time, and team member satisfaction were recorded and analyzed for differences in leader training. Findings did not support hypothesis that teams led by trained discussion leaders would have better results. LS.

Coon, Carolyn A. *Effects of a Special Orientation Program on Doctoral Students in Educational Administration and Supervision at the University of Michigan.* Ph.D. Dissertation, University of Michigan, 1976. DAI, Vol. 37, No. 3, p. 1320-A.

Employs experimental and control groups in a field study to determine effects of an orientation program on 1) self-concept, 2) information acquisition, 3) educational leadership skills, and 4) satisfaction with the formal program. Findings indicate a significant difference from pre to post test for the experimental group relative to leadership skills as measured by style, problem-solving, group facilitation, group process, and communication. FS.

Cooper, Cary L. Ed. *Developing Social Skills in Managers: Advances in Group Training.* NY: John Wiley and Sons, 1976.

A collection of articles written by educators and practitioners on the use of sensitivity training in management development. Topics covered include design, application, and evaluation of experimental group methods. P/D.

Eckhart, Kenneth V. III. *An Experimental Study of the Communication Behavior of Dependent and Counterdependent Members of Structured Small Groups.* Ph.D. Dissertation, University of Denver, 1975. DAI, Vol. 36, No. 4, p. 1898-A.

Studies the relationship between task and maintenance communication and group composition, based on the personality factor of dependency. Employs Bales' Interaction Process Analysis for classifying behavior of subjects. Finds no significant relationship between dependency characteristics and the type of communication behavior. LS.

Eskilson, Arlene. *Sex Composition and Leadership in Small Groups.* Ph.D. Dissertation, University of Illinois at Chicago Circle, 1974. DAI, Vol. 35, No. 11, p. 5694-B.

Employs three person laboratory groups to analyze two contexts of leadership; 1) whether achieved or appointed; and 2) the sex composition of the group. Findings are many including that both sexes concentrated more on leading when with a sexually homogeneous group; and conflict was greatest when a male was leader of a mixed-sex group. LS.

Falk, Dennis R. *The Effects of Perspective-Taking On Heterogeneous and Homogeneous Problem Solving Groups.* Ph.D. Dissertation, University of Minnesota, 1974. DAI, Vol. 35, No. 12, p. 6163-B.

Represents a laboratory study of problem-solving groups in respect to perspective-taking vs. self-presentation—i.e., putting self in the place of another to understand and incorporate other's viewpoints vs. actively presenting own viewpoint and evaluating other's information from own viewpoint. One of several findings indicates that perspective taking groups were more cooperative and creative with greater satisfaction, attraction, trust, and valuing of diversity among group members. LS.

Fulton, Ernest E. *Self-Actualization Values and Attitudes Toward Risk-Taking Behaviors Following Small Group Discussions.* Ph.D. Dissertation, Texas Woman's University, 1975. DAI, Vol. 36, No. 12, p. 7884-A.

Studies high school and university students to conclude that 1) individuals are willing to take greater risks when others share similar views, 2) following group discussion of risk-taking, individuals tend to hold to their newly adopted risk-taking choices for at least two weeks, and 3) the individual's level of self-actualization makes a difference in the initial risk-taking choices. LS.

Howe, John G. *Group Climate: A Construct Validation by Criterion Group, Person Type, and Frame of Reference.* Ph.D. Dissertation, Colorado State University, 1975. DAI, June 1976, Vol. 36, No. 12, p. 6428-B.

The construct of group climate is validated extensively. Climate responses were more a function of group membership than person-type or person-group interaction. FS.

Kaderabek, Jan Ellen. *Individual Differences in Susceptibility to Performance Expectancy Manipulations.* Ph.D. Dissertation, Purdue University, 1975. DAI, March 1976, Vol. 36, No. 9, p. 4744-B.

Individuals are more conforming on a group task when they are aware of each others' previous performance. In addition, greater conformity was observed when the task they received feedback about was considered credible. LS.

Kreeger, L. *The Large Group: Dynamics and Therapy.* Itasca, IL: F. E. Peacock Pub., 1975.

Discusses psychodynamics of large groups, threats to identity, the politics of large groups, and large groups in industry. Major emphasis is on large groups as a therapeutic device. T/C.

Liff, Z. A. *The Leader in the Group.* NY: Jason Avonson, 1975.

Deals with leadership of therapeutic groups as they may occur in different settings ranging from the work place to the therapist's office. T/C.

Lyman, David A. *Training First Line Supervisors in the Use of Behavior Modification Techniques and Applied Problem Solving Skills.* Ph.D.

Dissertation, University of Nebraska, 1974. DAI, Vol. 36, No. 2, p. 962-B.

Employs experimental and control groups in field research involving a ten-week training program, one meeting per week. Data collected as to reaction learning behavior change. Results lead to conclusion that behavior modification can be an effective management technique for increasing job performance. FS.

Maher, James P. *Situational Determinants of Leadership Behavior in Task-Oriented Small Groups.* Ph.D. Dissertation, Bowling Green State University, 1976. DAI, Vol. 37, No. 2, p. 693-A.

Employs Fiedler's situational variables (affective leader-member relations, task structure, and leader position power) in a laboratory study of leadership behavior. Conceptualizes leadership behavior in terms of three factors: 1) initiation of structure, 2) communication, and 3) consideration. Concludes that affective leader-member relations is salient factor in determining leadership performance. LS.

Oh, Sei C. *The Effect of Leadership Style on Group Interaction and Performance in a Korean Industrial Firm.* Ph.D. Dissertation, Northwestern University, 1975. DAI, Vol. 36, No. 11, p. 7522-A.

Finds verification for a leadership theory predicting high-power, high-affection style to be most-effective in oriental society, as against moderate-poser, high-affection style found by Likert and McGregor to be most productive in western society. Concludes that the study of social influence must include consideration for the basic roots of human social interaction. FS.

Pelofsky, Jerald J. *A Study to Determine the Congruence Between Verbal and Nonverbal Communication in Small Group Interaction.* Ed.D. Dissertation, University of Kansas, 1975. DAI, Vol. 36, No. 7, p. 4178-A.

Examines the nonverbal aspects of interaction analysis in considerable depth. Verbal and nonverbal behaviors of five school boards were coded and recorded into 21 categories. Concludes that each school board had different pattern of nonverbal behavior and that 31 percent of the board members were incongruent in their verbal and nonverbal behaviors. FS.

Ralsky, Stuart L. *The Effects of Leadership Style on Some Aspects of Group Growth.* Ph.D. Dissertation, Michigan State University, 1976. DAI, Vol. 37, No. 2, p. 1022-B.

Groups led by participative leaders are more satisfied, cohesive, committed and perceive themselves better problem solvers than groups led by authoritarian leaders. LS.

Shalala, Samuel R. *A Study of Various Communication Settings Which Produce Obedience by Subordinates to Unlawful Superior Orders.*

Ph.D. Dissertation, University of Kansas, 1974. DAI, Vol. 36, No. 2, p. 979-B.

Results of this lab study indicate that subjects obey because of powerful situational forces; including the fact that soldiers have a duty to obey legal orders and the burden is upon the soldier to establish the illegality of orders received. Obedience to unlawful superior orders is likely to occur in the majority of cases since the soldier in a stressful situation apparently cannot perceive the illegitimacy of illegal orders. LS.

Summers, Donald B. *A Study of Collaboration by an Employee-Based Task Force in the Diagnosis and Planning of an Organization Development Project Within a Bank.* Ed.D. Dissertation, Boston University School of Education, 1975. DAI, Vol. 36, No. 3, p. 1491-B.

Findings indicate four positive factors contributing to the level of group commitment to a collaborative approach to change: personal satisfaction, self-interest, group climate, and management support. Concludes that task force members must see a value to themselves if they are to be highly committed; and that successful organizational change is not so much dependent on the presence of an external consultant as it is dependent on the quality of relationship between client group and consultant. FS.

Sweet, Kenneth F. *The Eisenhower Administration in Crisis Decision-Making.* Ph.D. Dissertation, Indiana University, 1975. DAI, Vol. 36, No. 8, p. 4856-A.

Describes and evaluates the effectiveness of decision-making in four crises of the Eisenhower Administration. Focuses on the process that brought about the final decision in each crisis, establishes criteria for the ideal outcome, and compares this ideal to the actual outcome. T/C.

Van de Ven, Andres H. *Group Decision Making and Effectiveness: An Experimental Study.* Kent, OH: Kent State University Press, 1975.

A study of group decision making methods. Traditional discussion, Delphi, and Hominal methods are compared. LS.

Whiting, Bruce R. *The Effect of Seven Different Reward Systems on Group Productivity in a Task of Two Levels of Member Interdependence.* Ph.D. Dissertation, Boston University, 1976. DAI, Vol. 37, No. 3, p. 1496-B.

Productivity is affected by the manner in which the group divides external rewards. Unequal rewards, based on competition for shares, is the most productive while equal distribution is the least. LS.

ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS

Beach, Barbara H., Terence R. Mitchell, and Lee R. Beach. "Components of Situational Favorableness and Probability of Success," Washington

University, Seattle, Department of Psychology, Oct. 1975, 25 p. Contracts N00014-67-A-0103-0012, N00014-67-A-0103-0032.

The authors discuss the results of two studies; the first examines the validity of Fiedler's theoretical weights of situational favorability: (i.e. group atmosphere, task structure, and position power). The second study investigates the correspondence between situational favorability and measures of psychological uncertainty. LS.

Blades, Jon W., and Fred E. Fiedler. "The Influence of Intelligence, Task Ability, and Motivation on Group Performance," Washington University, Seattle, Department of Psychology, Jan. 1976, 31 p. Contract N00014-67-A-0103-0012 Grant DAHC 19-73-G-0005 Report No. TR-76-78.

Based on two field studies, the authors report research on the conditions under which leader and subordinate member intelligence affect organizational performance. The research has implications for participative management and the best utilization of diverse staff. FS.

Dawes, Robyn M. "Anti-Group Behavior," Oregon Research Institute, Eugene, OR, Aug. 1975, 12 p., Report No. AD-A021 143/36A, Contract Number N00014-75-C-0093, ARPA Order-2449.

Analyzes the structure of a wide variety of situations where antigroup behavior was identical. An individual's tendency to behave in an antigroup manner was investigated using an empirical game. The role of communication and the expectations individuals have of others were found to effect antigroup behavior. LS.

Decker, Richard C. and Ross H. Johnson. "How to Make Committees More Effective," *Management Review*, Vol. 65, No. 2, Feb. 1976, pp. 34-40.

Committees can be creative and productive; they can also be the burial party for good ideas. This article enumerates some guidelines on why, when, and how to form a committee—and some ways to ensure that it turns in an effective report. P/D.

Diehl, Peter and J. R. Howell. "Improving Communication Within the R&D Team," *Research Management*, Vol. 19, No. 1, Jan. 1976, pp. 23-27.

An information exchange model indicates that feedback (of which there are six kinds) proves both a requirement and an aid to effective communication. The model further suggests that a team requires interdependence. P/D.

Farr, James L. "Incentive Schedules, Productivity, and Satisfaction in Work Groups: A Laboratory Study," *Organizational Behavior and Human Performance*, Vol. 17, 1976, pp. 159-170.

The effects of individual incentives and group incentives were compared in a factorial laboratory study, using three person groups. It was con-

cluded that current conceptions of pay inequity may have to be modified. LS.

Farris, George F. "The Effect of Individual Roles on Performance in Innovative Groups," *R&D Management*, Vol. 3, No. 1, Oct. 1972, pp. 23-28.

Innovative professional groups had supervisors who were more critical, less useful for new ideas and who named outside sources more than internal sources as sources of new ideas. Innovative groups had high rate of peer exchange of new ideas. FS.

Fodor, Eugene M. "Group Stress, Authoritarian Style of Control and Use of Power," *Journal of Applied Psychology*, June 1976, Vol. 61, No. 3, pp. 313-318.

Supervisors subjected to group stress revealed a significantly greater tendency toward authoritarian modes of control and gave lower pay increases and lower performance evaluations to compliant members. FS.

Grey, Ronald J. and Davis Kipnis. "Untangling the Performance Appraisal Dilemma: The Influence of Perceived Organizational Context on Evaluative Processes," *Journal of Applied Psychology*, June 1976, Vol. 61, No. 3, pp. 329-335.

The greater the proportion of noncompliant workers in a unit the more favorable the supervisor's judgments of his or her compliant workers. Recommendations for promotion, pay raises and actual pay raises given to compliant workers are also predicted as a function of the proportion of noncompliant workers. FS.

Hackman, J. Richard, *et al.* "Interaction of Task Design and Group Performance Strategies in Determining Group Effectiveness," *Organizational Behavior and Human Performance*, Vol. 16 1976, pp. 350-365.

Norms controlling how members deal with performance strategies were altered experimentally. The amount of task relevant information varied among group members. Subjects were college students. LS.

Hauser, Stuart T. and Roger L. Shapiro. "An Approach to the Analysis of Faculty-Student Interactions in Small Groups," *Human Relations*, Vol. 29, No. 9, 1976, pp. 819-831.

The authors observed groups in a private school and described the faculty members' attempts to cope with stress by blurring their role. FS.

Hill, Timothy. "An Experimental Study of the Relationship Between Opinionated Leadership and Small Group Consensus," *Communication Monographs*, Vol. 43, No. 3, Aug. 1976.

Examines the relationship between opinionated leaders and consensus in small groups. Findings reveal that 1) no relationship between opinionated leadership and group satisfaction existed; 2) no differences

were found among conditions of opinionated leadership on ranking of leadership influence; 3) opinionated leaders were viewed as less competent by group members; and 4) opinionated leadership was a barrier to the achievement of group consensus. LS.

Hillery, Joseph M. and Stephen S. Fugita. "Group Size Effects in Employment Testing," *Educational and Psychological Measurement*, Winter 1975, Vol. 35, No. 4, pp. 745-750.

Success on performance tasks increases somewhat linearly with increases in number of coactors. FS.

Hollander, Edwin P., Barry J. Fallon, and Myles T. Edwards. "Some Aspects of Influence and Acceptability for Appointed and Elected Group Leaders," State University of New York at Buffalo, Department of Psychology, July 1976, 32 p. Report No. TR-1 Contract N00014-76-C-0754.

Reports results of experiments observing the relative influence of leaders and members in discussion groups. Group leaders were either elected by the group or appointed by the experimenters. Feedback to the group regarding task success or failure was found to have an impact on leader influence within the group. LS.

Hrebiniak, Lawrence G. "Size and Staff Professionalization," *Academy of Management Journal*, Vol. 19, No. 4, 1976, pp. 662-668.

The data on the effects of size has been inconsistent. This study focuses on the relationship between size and professionalization in inpatient psychiatric departments. While it does not focus on communication *per se*, it has ramifications for the study of communication. FS.

Jay, Antony. "How to Run a Meeting," *Harvard Business Review*, Vol. 54, No. 2, pp. 43-57.

Prescriptive article deals with such topics as: functions of a meeting, types of meetings, preparation for meetings, the chairman's job, the structure of group discussion, conducting the meeting, and follow-up procedures after a meeting. P/D.

Lecuyer, R. "Social Organization and Spatial Organization," *Human Relations*, Vol. 29, No. 11, 1976, pp. 1045-1060.

Two experiments are described in which small work groups set around rectangular and circular tables to determine how this affected the leadership. Results stress the importance of the communication network. LS.

Louche, Claude. "The Preparation of a Group Negotiation and Its Effects on the Behavior of the Negotiators and Their Attitudes," *Bulletin de Psychologie*, Vol. 28, No. 1-6, 1974-1975, pp. 113-117.

Subjects were asked to prepare for a labor negotiation session in groups. Such a procedure hardened the subjects' initial positions as negotiators

and at the same time provided subjects with a clearer understanding of the opposition's position. LS.

Lopes, Lola. "Individual Strategies in Goal Setting," *Organizational Behavior and Human Performance*, Vol. 15, 1976, pp. 268-277.

Information integration theory was applied in a study of long-term behavior in a goal setting task. Six undergraduates served as subjects. Data supported the serial integration model, but with individual differences. LS.

Lord, Robert G. "Group Performance as a Function of Leadership Behavior and Task Structure," *Organizational Behavior and Human Performance*, Vol. 17, 1976, pp. 76-96.

An attempt is made to develop a cognitively based theory specifying the relations among task structure, leadership behavior, and group performance. Two hypotheses are tested in a laboratory experiment. This is a very provocative study. LS.

Lundgren, David C. and David J. Knight. "Leadership Styles and Member Attitudes in T Groups," paper presented at the Annual Meeting of the American Psychological Association, New Orleans, LA, Aug. 1974, 10 p. ERIC ED 113 670.

Hypothesizes that favorability of member attitudes toward the trainer and group in T groups is a function of similarity of members' control and affection needs with the trainer's. Hypothesis was disconfirmed but strong effects associated with trainer needs were observed. FS.

Morgan, Cyril R. and Richard W. Beatty. "Information Relevant to the Task in the Risky Shift Phenomenon," *Academy of Management Journal*, Vol. 19, No. 2, 1976, pp. 304-308.

Examines the hypothesis that the degree to which key arguments influence an alternative is positively associated with the degree of shift toward that alternative. Small discussion groups were used, and the hypothesis was rejected.

Nogami, Glenda Yukie. "The Effects of Room Size and Group Size on Individual vs. Group Task Performance," Technical Report, Purdue University, Lafayette, IN, April 1975. AD/A018 028/1GA Contract N00014-67-A-0226-0030.

Four and ten person size groups in different size rooms were asked to perform a perceptual task and a problem-solving task working either as a group (interacting) or individually (coacting). There was no difference in the problem-solving task performance from dense to less dense areas. There appeared to be mood and attitude differences from dense to less dense conditions and a sex difference. LS.

O'Keefe, R. D., J. A. Kernaghan, and A. H. Rubenstein. "Group Cohesiveness: A Factor in the Adoption of Innovations Among Scientific

Work Groups," *Small Group Behavior*, Aug. 1975, Vol. 6, No. 3, pp. 282-292.

The degree of group cohesiveness and the influence of information gatekeeper and group supervisor are important determinants of an individual's use of an information system among medical researchers. FS.

Olmstead, Joseph A. "Managing the Context of Work." Professional Paper No. 1-75. Human Resources Research Organization, Alexandria, VA, Feb. 1975, 16 p. ERIC ED 110 686.

Maintains that individual and group behavior is simply not the same in an organization as outside of it. Therefore, the first thing a manager must become aware of is that behavior in organizations is usually the result of numerous determinants, many of which will have their source in the work context. Many problems leading to serious interference with organizational effectiveness have their sources in the failure of organizational leaders to provide work context conditions that are most conducive to effective performance. P/D

Petty, Robert M. "The Optimal Size for Discussion Groups. Exchange Bibliography No. 378." Council of Planning Librarians, Monticello, IL, March 1973, 21 p.

Presents a rigorous review of the feelings of clinicians and counselors regarding the desired size for groups. Bibliography also includes a selection of studies from small-group research in experimental social psychology. P/D.

Schlenker, Barry R. and Rowland S. Miller. "Group Dissent and Group Performance as Determinants of Egocentric Perceptions," University of Florida, Gainesville, Department of Psychology, Feb. 1976, 36 p. Contract N00014-75-C-0901 Report No. TR-75-3.

Report results of laboratory research on how individuals perceive their group's dynamics when group performance and amount of group dissent vary. LS.

Staw, Barry M. "Attribution of the 'Causer' of Performance: A General Alternative Interpretation of Cross-Sectional Research in Organizations," *Organizational Behavior and Human Performance*, Vol. 13, No. 3, June 1975, pp. 414-432.

Knowledge of performance of the group affects members' attributions of influence, cohesiveness, communication, motivation, and openness to change to their work group. Self-report data on organizational characteristics represent the consequences rather than determinants of performance. LS.

Steufert, Siegfried and Susan C. Steufert. "Decision-Making: A Social Informational Interaction Process," Purdue University, Lafayette, IN, Aug. 1975. AD-A018 031/5GA Contract N00014-67-A-0226-0030.

This report lists and discusses the authors' research on the analysis of factors contributing to task group effectiveness under various stress conditions. Methodology and resultant data are presented on perceptions by decision-makers, their attributions of causality and responsibility, and social cooperation and aid as it relates to potential group decision-making settings. LS.

Uhlaner, J. E. "Management Leadership in System Measurement Beds, Army Research Institute for the Behavioral and Social Sciences, Arlington, VA, Aug. 1975, 20 p; Report No. ARI-TR-S-3.

This discussion is based on over 30 years of research by the U.S. Army on how group effectiveness is related to leadership. The author makes a distinction between cognitive vs. noncognitive aspects of human performance (factual vs. emotional judgments). Authoritarian vs. participative management styles are also discussed in relation to a system management test bed that can be used to study management programs. T/C.

Wagner, L. Wesley and Merlin Brinkerhoff. "Conference in Context: Status, Communication and Evaluation," *Sociometry*, Vol. 38, No. 1, March 1975, pp. 32-61.

Conditions are identified which most effectively strengthen or weaken the relationship between time commitment to staff conferences, conference evaluations, rank of conference members, and perceived quality of communication. FS.

Wicker, Allan, *et al.* "Effects of Manning Levels on Subjective Experiences, Performance, and Verbal Interaction in Groups," *Organizational Behavior and Human Performance*, Vol. 17, 1976, pp. 251-274.

This experimental study confirmed that different manning conditions produce in group members differential feelings in involvement with their group and its task. Audio tapes were analyzed. LS.

SEE ALSO

Interpersonal Communication: Killworth, Morano, Stafford, Watson
Intergroup Communication: Begtrup, Brief, Murray
Communication Factors and Organization Goals: Chandler, Cinco, De Ryke, Foy, Franklin, Freeman, Gellerman, Goddu, Jain, McEntire, Merriman, Mikols, Miskel, Mitchell, Moniot, Morris, Prieto, Redmond
Skill Improvement and Training: Anderson, Bartow, Bellman, Fry, Herzog, Kotula, Layne, Suessmuth
Communication System Analysis: Hammons, Kruse, Sherwin
Research Methodology: McTavish
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INTERGROUP COMMUNICATION IN ORGANIZATIONS

BOOKS AND DISSERTATIONS

Bent, Alan E. and Ralph A. Rossum. *Urban Administration: Management, Politics, and Change.* Port Washington, NY: Kennikat Press, 1976.

This collection of nineteen previously published articles emphasizes the political nature of administration. The first section covers management processes and includes such topics as collective bargaining and personnel resources. The second section covers policies and change, and includes topics such as interagency relationships, agency organization, and citizen satisfaction. T/C.

Bizzell, Allen H. *A Communication Concepts Analysis of Financial Reporting: Implications for Accounting Theory and Practice.* DBA Dissertation, Mississippi State University, 1976. DAI, Vol. 37, No. 3, p. 1646-A.

Identifies communication concepts and principles relevant to financial reporting; and develops a communication model of financial reporting including phases relative to 1) external environment, 2) internal environment, 3) data accumulation and data processing, 4) information presentation, and 5) user involvement and feedback. Concludes that accounting theory and practice are not now fully consistent with accepted communication principles. T/C.

Bush, Frederick E. Jr. and Phillip P. Mazor. *The Relationship Between Principals' Self-Perception and Management Style as Observed in United Stated Dependents Schools, European Area.* Ed.D. Dissertation, University of Southern California, 1976. DAI, Vol. 36, No. 11, p. 7078-A.

Finds that the accuracy of a principal's perception of how his behavior is perceived by teachers is related positively to the degree of participation within a school; and the degree of participation within a school is related inversely to school size. FS.

Chamberlain, John L. *The Opinions of Teachers and Principals on Teacher Participation in Decision-Making.* Ph.D. Dissertation, University of Oregon, 1975. DAI, Vol. 36, No. 9, p. 5673-A.

Examines opinions on degree of participation and ideal rate of participation relative to four areas of decision-making. Findings indicate that teachers and principals agree that teachers are not and ought not to be involved in the same way in every decision; but they do not agree on how teachers do participate and ought to participate. Many selected demographic variables appear to have no effect on the beliefs and valuations of teachers and principals. FS.

Esser, James Kirby, *Effects of Prior Success or Failure on Subsequent Bargaining.* Ph.D. Dissertation, Indiana University, 1975. DAI, Vol. 36, No. 11, p. 5864-B.

Individuals become more demanding in bargaining after an initial failure especially when there is no time pressure. They also make the most concessions. LS.

Huddleston, Thomas J. *The Relationship Between Organizational Climate, Leadership Behavior, and Reciprocal Communication in Selected Missouri Elementary Schools.* Ph.D. Dissertation, Saint Louis University, 1975. DAI, Vol. 36, No. 6, p. 3289-A.

Concludes that the ten elementary schools studied do not evidence a positive and significant correlation between teachers' perceptions of the organizational climate and principals' perceptions of their leadership behavior, nor with the reciprocal communication between teachers and principals. FS.

Lance, Elizabeth J. *Public Hearings: A Descriptive Analysis.* Ph.D. Dissertation, Purdue University, 1975. DAI, Vol. 37, No. 3, p. 1294-A.

Explores the communication aspects of public hearings to identify characteristics of verbal messages and satisfaction of commissioners and speakers. Findings indicate, among others, that speakers were satisfied as long as the commissioners seemed to be listening; and that both commissioners and speakers were satisfied with the public hearing as an opportunity for citizens to express their opinions. FS.

Massengill, Douglas P. *An Investigation of the Relationship Between Extrinsic and Intrinsic Outcomes and Anticipated Job Satisfaction, Attitudes Toward Management and Attitudes Toward Unions.* Ph.D. Dissertation, University of Tennessee, 1976. DAI, Vol. 37, No. 2, p. 1021-B.

Intrinsic and extrinsic outcomes are related to anticipated job satisfaction. Only extrinsic outcomes are related to anticipated attitudes toward union and union representations. FS.

McBride, Monte K. *The Role of School Superintendents in Texas as Perceived by the Superintendent and the President of the School Board.* Ph.D. Dissertation, Texas A&M University, 1976. DAI, Vol. 37, No. 3, p. 1335-A.

Concludes from an extensive field survey that role perceptions of school board presidents and superintendents differ significantly in the area of curriculum development and curriculum implementation; and that there is general lack of agreement in all areas except finance as to the role of the superintendent. FS.

Mejia, S. J. *Intercommunication in Education.* Ph.D. Dissertation, Boston College, 1975. DAI, Vol. 36, No. 4, p. 1958-A.

Develops a model of a communication process between a selected group of high schools and a university in Colombia, SA. Data were collected through a questionnaire given to a sample population of parents, teachers, and students of secondary schools. Findings indicate

that a coordinating agency at the university, is needed to effectively channel available aids to the secondary schools. FS.

Poole, Michael. *Worker's Participation in Industry*. London: Routledge and Kegan Paul, 1975.

This book is for the general reader as well as the specialist. The author describes a wide range of union-management techniques "designed to extend the control of workers over decisions within their place of employment." P/D.

Ruach, Susan W. *Communication Effectiveness and Extent of Adoption of an Organizational Innovation in Local Units of United Methodist Women*. Ed.D. Dissertation, Indiana University, 1975. DAI, Vol. 36, No. 9, p. 5744-A.

Studies the role of communication in the implementation of change by the Central United Methodist Church and 49 local level churches. Finds that adoption of change is related positively to the amount and kinds of communications; and that information brochures furnished by the top level of the organization are a very important source of information. FS.

Rubin, Jeffrey and Bert R. Brown. *The Social Psychology of Bargaining and Negotiation*. NY: Academic Press, 1975.

Provides an overview of bargaining and negotiation research in the past 15 years. T/C.

Spiesman, Guy D. *The Relationship Between the Managerial and Adoptive Organizational Subsystems Within a State Legislature: A Comparative Study of the Effect of Supervision on the Generation and Vertical Flow of Technical Information Within the Standing Committee Process of Three State Legislatures*. Ph.D. Dissertation, University of Utah, 1975. DAI, Vol. 36, No. 11, p. 7658-A.

Studies the roles of policy makers (superiors) and information suppliers (subordinates) in state legislatures as an empirical assessment of the managerial and adaptive organizational subsystems defined by Katz and Kahn (1966). Finds legislator-staff relationships to be informal and colleague-like and not subject to the tendencies of formal organizations to govern or inhibit information flows. FS.

Weber, Ernest S. *Perceptions of Board Chairmen, Superintendents, Principals and Local Teacher Organization Presidents Toward the Role of Principals in Idaho Teacher-Board Negotiations*. Ed.D. Dissertation, University of Idaho, 1976. DAI, Vol. 37, No. 3, p. 1348-A.

Concludes that significant differences do exist between perceptions of the referent groups regarding the present and preferred role of principals in teacher-board negotiations; and that the role of principals in negotiations, the scope of negotiable topics, and the involvement of principals in those topics is inadequately communicated. FS.

Yoder, Dale and Herbert G. Heneman, Jr. eds. *Employee and Labor Relations*, Volume III of the ASPA Handbook of Personnel and Industrial Relations, Washington DC: Bureau of National Affairs.

This volume contains seven studies of different aspects of the problem of reconciling management by objectives with union and employee goals. FS.

ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS

Adams, Charles F. "Alienation and the Negotiation Process," 1970, 14 p. ERIC ED 117 846.

Teacher alienation from work is related to the extent to which the school provides the means for teachers to become involved in decisions influencing regulations and rules governing their work. The negotiation process is seen as a means of increased teacher input. T/C.

Aldag, R. J. and A. P. Brief. "Age and Reactions to Task Characteristics," *Industrial Gerentology*, Vol. 2, No. 3, Summer 1975, pp. 223-229.

Compares older and younger workers' reactions to enriched jobs. No differences were found refuting the stereotype that older employees place more importance on extrinsic rewards (high pay, job security) than do younger employees. FS.

Alderfer, Clayton P. "Improving Organizational Communication Through Long-Term Intergroup Intervention. Technical Report No. 8," paper presented at the Annual Meeting of the American Psychological Association, Chicago, Sept. 1975, 42 p. ERIC ED 119 263.

Reports on the creation of a "microcosm group" which was charged with improving communication among and within hierarchical levels. The intervention facilitated communication concerning difficult issues, but was experienced as stressful for everyone participating. FS.

Becker, Stephen P. "Fighting Resistance," *Training*, Jan. 1976, Vol. 13, No. 1, pp. 13-16.

Resistance from other departments is something the training manager must overcome. Discussed are four common causes of resistance: desire for training within own department, not understanding the value of training, underestimating its value, and desire to maintain a low profile. The article presents ways to combat resistance. P/D.

———, "Look Before You Leap to Take Charge of Career Development," *Training*, Vol. 13, No. 9, Sept. 1976, pp. 50-52.

The inclusion of a career development program in the training department can pose several problems. These include: a lack of agreement on what career development is, responsibility without authority, and conflict with other personnel people. P/D.

Begtrup, Robert O. "United States National Will: A Psychodynamic Theory," Army Command and General Staff College, Fort Leavenworth, KS, June 1975, 118 p.

The author suggests a new model regarding "national will" based on the concepts of group psychodynamics. Discusses how changes in any issue might result from communications within the interest group and/or communications with others outside the interest group. T/C.

Bigoness, William J. "The Impact of Initial Bargaining Position and Alternative Modes of Third Party Intervention in Resolving Bargaining Impasses," *Organizational Behavior and Human Performance*, Vol. 17, 1976, pp. 185-198.

A laboratory experiment examined the impact of four alternative modes of third party intervention in resolving bargaining impasses under conditions of high and low bargaining conflict. The superiority of the mode varies with the intensity of the conflict. LS.

Borbour, George P. Jr. "Improving Productivity for Better Service Delivery: A View From the Council Chamber," International City Management Association. Washington, DC, Vol. 8, No. 8, June 1976, 7 p.

This is an introductory guide for local elected officials on methods for improving service to the community by increasing productivity. Suggests how administrators and elected officials can communicate for mutual support to improve efficiency and productivity. P/D.

Borklund, C. W. "How Industry Loses in the Halls of Government," *Management Review*, Vol. 65, No. 5, May 1976, pp. 39-42.

The author contends that businessmen, unlike labor and professional organizations, do an ineffective job of presenting their case to Congress regarding proposed legislation. Some of the reasons for this current fiasco are explored. P/D.

Bosnan, Peter. "The Ability to Predict Workers' Preferences: Further Evidence," *Human Relations*, Vol. 28, No. 6, Aug. 1975, pp. 519-541.

Managers and union officers who work closest to the ordinary worker do not accurately estimate worker preferences of pay and fringe benefits. FS.

Brief, Arthur P. and Alan C. Filley. "Selling Proposals for Change," *Business Horizons*, Vol. 19, No. 2, April 1976, pp. 22-25.

The authors tell how the chances for acceptance of a proposal submitted to a committee may be enhanced by an understanding of the variables that can influence group decisions. P/D.

Brown, Harry W. "Civilian Manpower: Is Better Management Possible," Army War College, Carlisle Barracks, PA, Oct. 1975, 27 p.

Discusses the Army's current management of its civilian workforce as inefficient and costly because of highly centralized decision-making and

fragmented control. Suggests decentralization of civilian staff management as a means of more effectively utilizing staff. T/C.

Cangemi, Joseph P., Lynn Clark, and Eugene Harryman. "Differences Between Pro-Union and Pro-Company Employees," *Personnel Journal*, Vol. 55, No. 9, Sept. 1976, pp. 451-453.

This study compared the needs of anti-company and pro-company employees. Based upon a comparison of the two groups, the authors suggest fifteen recommendations for implementing a program of activities rewarding to each. FS.

Cherns, Albert. "Behavioral Engagements: Taxonomy and Dynamics," *Human Relations*, Vol. 29, No. 10, 1976, pp. 905-910.

Communication problems of consulting are analyzed in terms of the nature of the problem, the type of solution, the method, and the role of the practitioner. P/D.

Christensen, George F. "Multiple Small Project Management," Defense Systems Management School, Fort Belvoir, VA, Nov. 1975, 43 p.

Suggests that maximum support from other departments and services can be utilized by Army Product Managers' offices through improved communication and planning. P/D.

Garberina, William L. Sr. "The Principal as Powerbroker," paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC, March 31, 1975, 31 p. ERIC ED 108 353.

Examines the variables affecting the power relationships between an elementary principal, his superordinates, and his subordinates as they relate to the conversion of policy decisions into organizational practices. The model presented is based on data collected when the author was a participant-observer in a school district. FS.

Garvey, Michael and George O'Connell. "From Conflict to Cooperation: A Joint Labor-Management Training Program," *Public Personnel Management*, Vol. 5, 1976, pp. 347-352.

The joint training of 1,474 managers and 683 union representatives in the state government of Minnesota is described, and the major factors crucial to its success are identified. The post-training evaluation was very favorable. Whether or not it actually reduced grievances and conflicts is not known. FS.

Goddu, Roland. "Handbook for Supervision of Personnel in Performance Based Management Organizations," New England Program in Teacher Education, Durham, NH, Sept. 1975, 21 p. ERIC ED 111 790.

Assists the employer and employee in working out expectations, evaluations, and on-going operations via a four-part handbook. Book contains 1) description of performance characteristics, 2) negotiating outcomes, 3) negotiating procedures, and 4) recording performance.

Materials include examples of a rating scale, describing performance characteristics, a performance-need analysis document, pre- and post-negotiations sessions checklist, and quarterly report. P/D.

Hafeez, Sabeeha. "Interoganizational Relationships and Conflict," *Pakistan Journal of Psychology*, Vol. 7, No. 1-2, June 1974, pp. 41-58.

Interorganizational communication is inversely related to interorganizational conflict. The number of input transactions has a significant influence on conflict. FS.

Haneda, Saburo. "On International Cooperation for Business Communication Studies," *The Journal of Business Communication*, Vol. 13, No. 3, 1976, pp. 25-32.

An address given at the convention of the Japan Business English Association, this article offers some reflections on international communication. It compares Japanese and American efforts in recent times. P/D.

Hartman, James B. "Collective Bargaining in the University," *Interchange*, 1975, Vol. 6, No. 1, pp. 32-43.

Bargaining can be considered as a mode of conflict resolution lying between limited war and problem solving. Techniques utilized in bargaining (e.g., advisory and compulsory arbitration, strikes) are considered. P/D.

Klimoski, Richard T. *et al.* "Third Party Characteristics and Inter-Group Conflict Resolution," paper presented at the Annual Meeting of the American Personnel and Guidance Association, NY, March 23-26, 1975, 9 p. ERIC ED 116 081.

Studies the effects of anticipated intervention on the negotiation process, instead of looking at the impact of specific third party actions or behaviors on negotiations outcomes. Third party power (ability to force an agreement on deadlocked negotiations or merely recommend one) and generalized reputation (favorable or unfavorable) were manipulated in a laboratory experiment to determine via questionnaire their effects on negotiator behavior, perception, attributions, and satisfactions. This study demonstrates the importance of constituent forces on negotiation behavior. LS.

Kochran, Thomas A., George P. Huber, and L. L. Cummings. "Determinants of Intraorganizational Conflict in Collective Bargaining in the Public Setting," *Administrative Science Quarterly*, Vol. 20, No. 1, March 1975, pp. 10-23.

Goal incompatibility and factors which provide the ability to interfere with goal attainment of others are significanly correlated with intra-organizational conflict among city management personnel. FS.

Kramarsky, David. "What It's Like to be an Ombudsman," *Administrative Management*, Oct. 1975.

Highlights a new position in a large life insurance firm, the ombudsman. Originally a European "watch person" in government, the ombudsman in the organization, creates new lines of communication, improves moral, motivates upgrading of work quality by acting as a liason between employees and supervisors. P/D.

Lindsey, Quentin W. and Judith T. Lessier. "Utilization of Rann Research Results: The Program and Its Effect," Research Triangle Institute, Research Triangle Park, NC, March 1976, 145 p. NSF/RA-760154.

Presents survey report indicating that research results from the Research to Applied National Needs (RANN) are utilized most effectively when there is a high degree of interaction between principal investigators, users and program managers. FS.

Movshovitz, Helen. "Press and Community Relations. What Every School Board Member Should Know Series," Vol. 4, 1975, 106 p. ERIC ED 114 997.

Presents an overview of what a school public relations program should do. Can serve as a guide for constructing a PR program. Discusses the need for the school community to communicate with the public on a continuing, straightforward basis. P/D.

Murray, Betty. "A National Study of Minority Group Barriers to Allied Health Professions Education in the Southwest," Southwest Program Development Corporation, San Antonio, TX, Aug. 1975, 190 p. Contract N01-AH-3-4087.

Describes the use of focus group sessions in programs for recruitment and retention of minorities in allied health training. Perceptual barriers are identified and recommendations are made for their removal. P/D.

O'Connell, James F. and Robert W. Heller. "Factors Leading to Impasse in Teacher-School Board Collective Bargaining," paper presented at the Annual Meeting of the American Educational Research Association, April 19-23, 1976, 24 p. ERIC ED 120 936.

Focuses on factors in negotiations that cause impasse. The hypothesis that there is a difference in the perceptions of teacher executive leadership and school board members concerning impasse factors is supported. The findings support the conclusion that there exists a significant polarization between teachers and school boards. T/C.

O'Neill, Roy J. "Management Techniques for Influencing the Union to Accept a Settlement," Association of Educational Negotiators, Washington, DC, 1976, 6 p. ERIC ED 125 059.

Effective communication is viewed as the single most important factor in influencing a teacher's association to accept a contract. School boards should communicate truthfully and thoroughly. Five other factors which control the success of negotiations from the boards point of view are discussed. T/C.

Rollins, Sidney P. Ed. "Teacher Negotiations and Solutions to Impasse," paper presented at a Conference Sponsored by the Department of Administration and Curriculum and the Division of Educational Studies, Dec. 6, 1975, 29 p. ERIC ED 119 337.

Much of the discussion centers around Rhode Island state legislation concerning teacher strikes. The advantages of binding arbitration over strikes and negotiation impasse resolution alternatives used outside of RI are discussed. P/D.

Rubenstein, A. H. *et al.* "Factors Influencing Innovation; Success at the Project Level," *Research Management*, Vol. 19, No. 3, May 1976, pp. 15-20.

A detailed study of 103 R&D projects revealed that individual and staff performance and top management support are necessary conditions for project success. FS.

Saxton, Richard W. "Considerations for Intergroup Relations," Army War College, Carlisle Barracks, PA, Oct. 1975, 31 p.

Discusses the variable associated with prejudice, individual or group, and the processes which promote prejudice. Relates these variables to intergroup relations. T/C.

Shapira, Zur, and Bernard M. Bass. "Settling Strikes in Real Life and Simulations in North America and Different Regions of Europe," *Journal of Applied Psychology*, Vol. 60, No. 4, Aug. 1975, pp. 466-471.

The importance of individual commitment to group strategy in affecting simulations of industrial conflict in terms of negotiation time and bargaining issues is related to cultural differences. FS.

Steelman, H. Stanley, Jr. "Is There a Payoff to Organizational Development?" *Training and Development Journal*, Vol. 30, No. 4, April 1976, pp. 18-23.

Intergroup conflict can have serious effects. Article discusses one possible solution, that of the intergroup meeting. First, each group assembles and presents a list of helpful activities performed by the other group. Second, a "Bugs" list is assembled of those activities performed by the other group which is not helpful and annoying. Third, a list of possible solutions is constructed. Fourth, a meeting is scheduled for some future time to discuss effects of changes. These checkpoint meetings are continued until there is no more need. P/D.

Stern, L. W., Brian Sternthal, and Samuel C. Craig. "Strategies for Managing Interorganizational Conflict: A Laboratory Paradigm," *Journal of Applied Psychology*, Vol. 60, No. 4, Aug. 1975. pp. 472-482.

Groups who have conflict management strategies (superordinate goals and exchange of members) differ significantly from groups lacking such strategies in their evaluations of conflict likelihood. LS.

Sullivan, Barry. "Tearing Down the Barriers," *Industry Work*, Vol. 188, No. 9, March 1, 1976, pp. 38-40.

This employee assistance program and self-rating system works by means of meetings between management and "bluecollar" people at Wasley Products of Plainville, CT.

Trotta, Maurice S. and Harry R. Guidenberg. "Resolving Personnel Problems in Nonunion Plants," *Personnel*, Vol. 53, No. 3, May-June 1976, pp. 55-63.

The authors contend that personnel decisions are often unfair because the manager is not trained in decision-making. It is suggested that managers who have mastered the technical aspects of their jobs frequently know little about human behavior. P/D.

Wildman, Wesley A. and Fred B. Lefton "Collective Bargaining Contract Analyzer: Analysis of Bargaining Language Proposed by Teacher Organizations," May 1975, 21 p. ERIC ED 114 999.

Analyzes the current Education Association model collective bargaining agreement. Provides aid to board bargaining teams and negotiators. Discusses such things as employee compensation, strikes, lockouts, grievance procedure, management rights, and negotiation procedure. P/D.

(No author; alphabetized by title)

"Communicating During Negotiations/Strikes," National School Public Relations Association, 1976, 64 p. ERIC ED 125 125.

Provides guidelines for an educational administrative team for developing a communication plan that is essential in handling a strike or work stoppage. Communication roles during all phases of negotiations are discussed. P/D.

"Management of Conflict: Implications for Community Relations and for the World of Work." Proceedings of the Fifteenth Annual Research Conference in Industrial Relations, March 13, 1973. University of California at Los Angeles, Institute of Industrial Relations, 1974, 94 p. ERIC ED 110 913.

Since conflict is inevitable, the paper poses terms of how to manage conflict constructively; how to use it, grow, and learn from it instead of avoiding it. Conflict is discussed with regard to the following: 1) public schools and community relations, 2) labor-management relations, 3) women and the world of work and 4) management and the world of work. P/D.

"Tips for the P.R. Chairman for Education Associations." P.R. Bookshelf No. 2, National Education Association, 1969, 30 p. ERIC ED 119 344.

This booklet offers guidelines for developing a public relations program by primarily focusing on the philosophy and activities of a public relations program. It is intended to help leaders of local education groups develop a program aimed at maintaining a favorable image for teachers. P/D.

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Interpersonal Communication: Acuff, Fernandez, Mosher, Swisher, Taylor, Tjosvold

Intragroup Communication: Louche

Communication Factors and Organization Goals: Behrman, Brown, Engwall, Foy, Galloway, Harcleroad, Hulin, Jain, Loasby, Reeves, Tagliaferri

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COMMUNICATION FACTORS AND ORGANIZATION GOALS

BOOKS AND DISSERTATIONS

Apkarian, Gregory K. *Leadership Behavior of High School Principals as Perceived by Teachers and Their Principals in North Sea District, United States Dependents Schools, European Area.* Ed.D. Dissertation, University of Southern California, 1976. DAI, Vol. 36, No. 11, p. 7071-A.

Finds that teacher perceptions of leader behavior characteristics of principals tend to be generally consistent with principals' self-perceptions. Only in the area of production emphasis was the difference in mean scores found to be statistically significant. FS

Austin, David Lawrence. *Innovative Behavior in Industrial Relations.* Ph.D. Dissertation, United States International University, 1976. DAI, Vol. 37, No. 3, p. 1471-B.

Identifies characteristics associated with innovativeness by company directors and companies. FS.

Behrman, J. N., J. J. Boddewyn, and A. Kapoor. *International Business-Government Communication: U.S. Structure, Actors, and Issues,* Lexington, MA: Lexington Books, 1975.

Examines the ways U.S. businesses abroad interact with U.S. embassies and with host governments, thereby potentially impinging on the formation of U.S. foreign policy. Focuses on manufacturing and intelligence networks. Part II deals with government-business dialogues and includes a section on the influence process.

Billings, Rolland G. *A Comparative Case Study of the Relationship Between Administrative Organizational Leadership Patterns in Two Middle Schools and the Use of Educational Learning Resources.* Ph.D. Dissertation, Wayne State University, 1975. DAI, Vol. 36, No. 5, p. 2520-A.

Studies how administrative organizational patterns in middle schools affect the use of educational learning resources. Compares a school with the traditional pattern of a principal and 3 assistant principals to that of an otherwise similar school with a management team pattern of leadership wherein all of the school administrators share equally in its operation. FS.

Bowman, Billy R. *A Comparison of Self-Perceived Leadership of Elementary Principals with Self-Perceived Leadership Styles in Problem Situations in Selected Texas Public Elementary Schools.* Ph.D. Dissertation, Texas A&M University, 1975. DAI, Vol. 36, No. 8, p. 4888-A.

Considers three leadership styles: democratic, autocratic, and transactional (a balance between democratic and autocratic styles). Finds that the predominant self-perceived leadership style is democratic, but the

anticipated self-perceived style is transactional; and that the problem situation does influence leadership style so that leadership style may change from one problem situation to another. FS.

Bowman, James E. *The Relationship of Openness in School Climate to Academic Pupil Achievement and Teacher Attitude in Six Selected Des Moines Elementary Schools.* Ed.D. Dissertation, Drake University, 1975. DAI, Vol. 36, No. 9, p. 1666-A.

Concludes that openness of climate is a desirable goal for organizations including schools, but there is no conclusive evidence that it will result in improved achievement by pupils, or that it is directly related to teacher attitudes. Other factors, such as socio-economic status of students, have a stronger influence on achievement than either of the two factors studied. FS.

Boyer, J. M., C. L. Westerhouse, and J. H. Coggeshall. *Employee Relations and Collective Bargaining in Health Care Facilities*, St. Louis: The C.V. Mosby Company, 1975.

Examines manpower resources in hospitals, offering suggestions for organizational innovation and guides to the improvement of personnel policies and practices. T/C.

Brennan, Donna J. *Performance Appraisal.* Ed.D. Dissertation, University of Colorado, 1975. DAI, Vol. 36, No. 11, p. 7076-A.

Concludes that Performance Appraisal by Objectives (PABO) can be implemented successfully in schools with open organizational climates; and that the PABO process builds commitment, contributing to a sense of professional growth and self-fulfillment. Teacher perception of school climate showed no relationship to teacher perception of PABO effectiveness. FS.

Brown, Kenneth R. *The Leadership Role of the Elementary School Supervisor as Perceived by Elementary Teachers and Supervisors in Selected School Systems of Northeast Louisiana.* Ed.D. Dissertation, Northeast Louisiana University, 1975. DAI, Vol. 36, No. 4, p. 1933-A.

Studies two dimensions of leadership behavior, initiating structure and consideration (interpersonal behavior) via a questionnaire administered to elementary teachers and supervisors. Finds that teachers and supervisors were in agreement in their selection of behaviors most important to the role of elementary school supervisor. FS.

Buehlmann, David M. *The Impact of Leadership Style on the Job Satisfaction, Turnover Perceptions, and Performance of Staff Accountants in Large Public Accounting Firms.* Ph.D. Dissertation, University of Illinois at Urbana-Champaign, 1975. DAI, Vol. 36, No. 9, p. 6165-A.

Stresses influence of environmental factors on leadership style as a determinant of job satisfaction, turnover, and performance. In adverse work environments, the consideration dimension of leader behavior style has greater relationship to job satisfaction and turnover perceptions.

Concludes that the prime predictor of performance is the prevailing perception of the nature of rewards following good performance. Only after this variable is controlled does the Initiating Structure dimension of leader behavior relate to performance measures. FS.

Burns, S. C. L. Sister Ellen Louise. *Adaptiveness and Satisfaction in Educational Administration*. Ph.D. Dissertation, University of Java, 1975. DAI, Vol. 36, No. 8, p. 4890-A.

Attempts to show the relationship between leadership by school principals and the job satisfaction of their teachers. Administration is defined as concerned with maintenance functions, and leadership with needed change or adaption. Finds empirical support for Jerald Hage theory that there is a positive relationship between these two variables. FS.

Burton, Loren G. *A Study of Teacher' Decision Making in the Granite School District*. Ed.D. Dissertation, University of Utah, 1975. DAI, Vol. 36, No. 9, p. 5670-A.

Represents a study in perceived (actual) and desired participation in decision-making, giving attention to the factors of teaching level (elementary vs. secondary), experience, attitude toward education, and dissatisfaction. Recommends that administrative personnel develop an awareness as to the varying needs of teachers to participate in educational decision-making. FS.

Chambers, C. S. C., Rev. Thomas. *An Empirical Study of Leadership and Management Style of Head Staffs in College/University Residence Halls*. Ph.D. Dissertation, University of Notre Dame, 1976. DAI, Vol. 37, No. 3, p. 1318-A.

Tests the validity of previous research reporting that the openminded (democratic) leader with much flexibility and little structure is more effective than the closedminded (autocratic) leader with little flexibility and much structure. Finds that residents (subjects) were not significantly affected by the style of leadership of the Head Resident manager. FS.

Cinco, R. V. M., Sister Mary Elena Seno. *Leadership Behavior, Organizational Climate, and Productivity of Catholic Secondary Schools in Mindanao, Philippines*. Ph.D. Dissertation, Fordham University, 1975. DAI, Vol. 36, No. 8, p. 4892-A.

Determines and compares perceptions of principals and teachers relative to leadership, climate, and productivity. Productivity is measured by entrance exam scores. Finds a significant relationship between leadership and climate, and between leadership and productivity, but indicates that climate is not important to educational productivity. Concludes that initiation structure is the dominant factor in predicting productivity. FS.

Crates, Ronald F. *A Study of the Relationships Between the Principals' Belief Systems and the Organizational Climate of Elementary Schools in the Rockford (Illinois) Catholic Diocesan School System*. Ed.D. Dissertation, Northern Illinois University, 1975. DAI, Vol. 36, No. 4, p. 1937-A.

Surveys the relationship between the belief system of 28 elementary school principals and the organizational climate of the schools they administer as perceived by 306 teachers. Findings indicate that beliefs of principals had no effect on climate. Author calls for more research to better understand the attitudes and behavior of school principals. FS.

Curran, Kent E. *A Causal Investigation Into the Relationships Between Supervisory Leadership Styles and Subordinate Satisfaction and Performance.* D.B.A. Dissertation, Louisiana State University, 1975. DAI, Vol. 36, No. 12, p. 8165-A.

Employs improved measures of leadership style, performance, and satisfaction and finds that subordinate performance is a far more important determinant of leadership behavior than the opposite condition. Speculates that several additional variables contribute to the covariance between the leadership dimensions (task orientation and relationships orientation) and satisfaction. FS.

Dauria, Arthur F. *A Study of the Rhetorical Practices of Innovation Compared to the Rhetorical Practices of Maintenance of the Same Innovation.* Ph.D. Dissertation, Pennsylvania State University, 1975. DAI, Vol. 37, No. 2, p. 691-A.

Compares and analyzes the communication to establish an innovation with the communication necessary to sustain that same innovation. Concludes that the periods of adoption and maintenance, in the case studied, had entirely different communicative needs which required different communicative behaviors on the part of the innovators. FS.

Davis, Bervil D. *Management System Impact on Organizational Climate and Performance.* Ph.D. Dissertation, University of Oklahoma, 1976. DAI, Vol. 37, No. 1, p. 435-A.

Findings in this study indicated that (1) the management system was positively related, and statistically significant, to organizational climate; (2) organizational climate was positively related, but not statistically significant, to organizational performance; and (3) the management system was also positively related, though not statistically significant, to organizational performance. FS.

DeRosia, Victor L. *The Relationship Between Organizational Climate and Assumed Climate Determinants at the Senior High School Level in Jefferson County, Colorado.* Ed.D. Dissertation, University of Colorado, 1975. DAI, Vol. 36, No. 8, p. 4898-A.

Studies the perception of students, teachers, and principals in respect to five assumed climate determinants. Findings indicate that student perceptions frequently differ significantly from that of the teacher and principal; and the notion is refuted that administrative role performance is the most important climate determiner. Material determinants are indicated as having a highly significant relationship to school climate. FS.

De Ryke, Jacob J. *Organization System Goal Consensus and Agency Effectiveness.* Ph.D. Dissertation, University of Java, 1975. DAI, Vol. 36, No. 12, p. 8308-A.

Asserts that the degree of internal consensus regarding the importance of organization goals is positively associated with (1) organizational effectiveness, and (2) administrator job satisfaction. Findings support the first hypothesis but are inconclusive in the second. FS.

Downey, Edward H. *State Government Suggestion Systems: A Study of Administrative Process and Organizational Adaptability.* D.P.A. Dissertation, State University of New York at Albany, 1975. DAI, Vol. 36, No. 11, p. 7627-A.

Suggests ways of increasing benefits derived from state government suggestion systems in respect to both the procedural operations and the adaptation-to-change viewpoints. Finds that desire to make a change may be as crucial to the employee's motivation to participate as is recognition or financial reward. Raises a number of important issues which provide research topics in an area where little research has been done. FS.

Drexler, John Anthony. *Some Effects of Organizational Climate on Supervisory Behavior.* Ph.D. Dissertation, University of Michigan, 1975. DAI, Vol. 36, No. 10, p. 5227-B.

The organization's climate (the enduring set of conditions and practices characterizing an organization and experienced by its members) constrains supervisory behavior. These constraining effects are different across organizations and levels. While all findings were statistically significant, the amount of variance accounted for was small. FS.

DuBrin, Andrew J. *Managerial Deviance: How to Deal with Problem People in Key Jobs,* New York: Mason/Charter Pub. Inc., 1976.

Suggests the use of behavior modication in dealing with aberrant behavior within an organization. Case histories help illustrate the effects of deviance. Sample conversations are offered to the reader to help formulate tactful conversational techniques of behavior modification. P/D.

Elhaj, Yusef S. *An Exploratory Study in Participating Management in the Libyan Arab Republic: The Popular Committee System.* Ph.D. Dissertation, University of Maryland, 1975. DAI, Vol. 37, No. 2, p. 1215-A.

Explores various aspects of Libyan public administration including the participation environment of administration and the communication and leadership methods used by the Popular Committees. FS.

Ellis, Frank W. *Leader Behavior of Secondary School Principals in Terms of Authoritarian Attitudes and Size of Organization.* Ed.D. Dissertation, Temple, University, 1975. DAI, Vol. 36, No. 9, p. 5679-A.

Analyzes leader behavior in terms of Consideration and Initiating Structure dimensions and finds no significant relationship of these dimensions

with authoritarianism or size of organization. Indicates that there is a significant negative relationship between authoritarianism of the principal and the number of years' experience in the school. FS.

Espy, Annette M. *The Principal's Leadership Style and the Job Satisfaction of Teachers in a Selected Urban School District.* Ed.D. Dissertation, University of Florida, 1975. DAI, Vol. 36, No. 12, p. 7770-A.

Findings agree with several other studies that female principals tend to have a more democratic leadership style than male principals. Concludes that teachers with female principals appear to be more satisfied with their jobs than teachers with male principals; and that factors other than leadership style were involved in the job satisfaction of teachers in this study as the data does not support a relationship between teachers' job satisfaction and principal's leadership style. FS.

Falls, Otis A. *Participating Leadership: Influence and Satisfaction with Elementary School Climate as Perceived by Principals, Teachers, Students, and Parents.* Ph.D. Dissertation, United States International University, 1976, DAI, Vol. 37, No. 3, p. 1324-A.

Examines eighteen school leadership climate variables, including leader support, leader receptivity, goal emphasis, team building, work facilitation, and decision making; and the stated intervening variables of communication, influence, and mutual trust among others. Findings indicate a significant difference in the way teachers and principals perceive 15 out of 18 variables. FS.

Fluck, Samuel C. *A Comparison of Male and Female University Faculty Members' Perceptions of Decisions Made by Their Immediate Supervisors.* Ph.D. Dissertation, The University of Oklahoma, 1975. DAI, Vol. 36, No. 4, p. 2049-A.

Compares male and female faculty perceptions of decisions made by higher-level male and female administrators through the use of agreement/disagreement ratings. Findings indicate that faculty tends to rate decisions by the same sex teams higher than decisions made by opposite sex teams. Concludes that sex of decision-maker does make a difference in the ratings of decisions made. FS.

Flynn, F. S. C., Brother Anthony. *Effective Leadership Styles for Catholic High Schools Under the Threat of Closing.* Ph.D. Dissertation, University of Notre Dame, 1975. DAI, Vol. 36, No. 6, p. 3216-A.

Concludes that under conditions of situational stress, leader effectiveness, as perceived by teachers, is not related to leadership style, but is dependent upon the degree of perceived congruency. Teachers who perceived the threat of the school closing more than the principal, rated the principal's leader effectiveness lower than those teachers who did not differ significantly from the principal's perception of the threat of closing. FS.

Forrest, Gordon. *Correlates of Perceptions Regarding Pay Determinants.* Ph.D. Dissertation, Wayne State University, 1975. DAI, Vol. 36, No. 11, p. 5847-B.

The perceived influence of the supervisor in granting salary increases is positively related to performance and personal factors as pay determinants. FS.

Galloway, Joe L. *A Study of Relationships Between Leader Behavior of Mississippi Public Elementary School Principals and Teacher Morale.* Ed.D. Dissertation, Mississippi State University, 1975. DAI, Vol. 36, No. 4, p. 1941-A.

Studies the relationship between leader behavior of principals and teacher morale employing a sample consisting of 220 teachers and 22 principals. Findings indicate a positive relationship between teachers' perception of principals' behavior and teacher morale. Consideration was found to be the best predictor of overall teacher morale. FS.

Gellerman, Saul W. *Managers and Subordinates.* New York: Dryden Press, 1976.

Examines frequent sources of misunderstanding between managers and subordinates such as: communication, promotion, development, absenteeism, grievances, appraisal, and morale. P/D.

George, Sister Mary G. *A Field Study of Participating Management in a Regionally Decentralized School System.* Ed.D. Dissertation, University of Pittsburgh, 1975. DAI, Vol. 36, No. 9, p. 5684-A.

Studies a decentralized school system in respect to the frequency and quality of participation in decision-making events. Attention is given to the effectiveness of the organizational arrangements which provide opportunities for participation. Findings indicate that decision-making remains with top-level and middle-management personnel; and that participation by lower-level personnel is not frequent. FS.

Graham, Denny Lynn. *A Study of Extra Required Work Behavior.* Ph.D. Dissertation, Purdue University, 1975. DAI, Vol. 36, No. 10, p. 5325-B.

Develops a measure of extra required work behavior (behavior exhibited in the work place other than that specifically required by the work assignment). Supervisors believe that, given an opportunity, people will behave in a superproductive way. EWB is related to, but not constructively different from, performance. It is negatively related to absence and tardiness and positively correlated with satisfaction. FS.

Grissom, Willie A. *The Relationship Between Teacher Self-Concept and the Degree of Closedness of the Organizational Climate of Selected Elementary Schools.* Ed.D. Dissertation, Mississippi State University, 1976. DAI, Vol. 37, No. 3, p. 1326-A.

Concludes that the total self-concept of teachers and the degree of closedness of school climate have a negative relationship, i.e., those who

have a lower self-concept rated the school climate more closed. Discusses various relationships between six subscales of the Tennessee self-concept scale, and eight subscales of the Halpin and Croft organizational climate description questionnaire. FS.

Gruneberg, Michael M. ed. *Job Satisfaction: A Reader*, New York: Halsted Press.

Herzberg's theories are evaluated and applied to the given nature of a job and environmental factors. Specifically, the effects of job satisfaction on employee performance is examined. T/C.

Gupta, Nina. *The Impact of Performance-Contingent Rewards on Job Satisfaction: Direct and Indirect Effects.* Ph.D. Dissertation, University of Michigan, 1975. DAI, Vol. 36, No. 10, p. 5325-B.

Attaching rewards directly to performance will increase job satisfaction. Contingent effects are not moderated by individual differences. Working within an expectancy model, this effect is important. FS.

Hanna, Richard L. *A Developmental Study Regarding Teacher Attitudes Toward a Management by Objectives Program.* Ed.D. Dissertation, Arizona State University, 1975. DAI, Vol. 36, No. 4, p. 1945-A.

Assesses the effect of a management by objectives program on teacher morale, teacher cohesiveness, and teacher attitudes. Compares teacher responses to attitude survey before and after implementation of a seven-month MBO project. Finds that significant positive differences develop after teachers are exposed to MBO. FS.

Harrell, Adrian M. *Organizational Goals and the Decision-Making of Air Force Staff Officers: A Behavioral Experiment.* Ph.D. Dissertation, The University of Texas at Austin, 1975. DAI, Vol. 36, No. 5, p. 2929-A.

Findings suggest that the primary function of a management control system should be to provide managers with information which enables them to make decisions in consonance with their organization's goals. Information must be structured so the perceptual and/or cognitive capabilities of managers are not exceeded. FS.

Hersey, Paul. *Situational Leadership: Some Aspects of its Influence on Organizational Development.* Ed.D. Dissertation, University of Massachusetts, 1976. DAI, Vol. 37, No. 1, p. 438-A.

Presents the evolution and status of Situational Leadership Theory, which is intended to help determine the leadership style appropriate at a given time. Situational Leadership Theory (formerly known as Life Cycle Theory of Leadership) is based on an interplay between 1) the amount of direction a leader gives; 2) the amount of socio-emotional support a leader provides; and 3) the maturity level that followers exhibit on a specific task. T/C.

Hughes, Ralph E. *Leader Behavior, Organizational Climate, Sub-Climate, and Job Satisfaction: An Exploration of Their Interrelations and the*

Effect of Organizational Level on These Interrelations. D.B.A. Dissertation, University of Kentucky, 1975. DAI, Vol. 36, No. 9, p. 6190-A.

Supports the inclusion of subclimate in the organizational climate model. Treats three factors (organizational climate, leader behavior, and subclimate) as independent variables in relation to the one dependent variable of job satisfaction. Concludes that organizational climate is consistent across organizational levels but subclimate appears to be specific to organizational level. FS.

Jackson, Lee S. *Perception of Personal Values and the Evaluation of Organizational Effectiveness.* D.B.A. Dissertation, University of Southern California, 1976. DAI, Vol. 36, No. 11, p. 7516-A.

Investigates whether accurate perception of managers' values by subordinates is related to greater group effectiveness. Finds that subordinates perceive values of supervisors with varying degrees of accuracy, the more accurate groups ranked higher on overall success than the less accurate groups. FS.

Kanfer, F. H. and A. P. Goldstein. *Helping People Change*, New York: Pergamon Press, 1975.

Presents coverage of techniques for changing behavior. Emphasis is on the content and implementation of such various methods as simulation and role playing. P/D.

Katzel, Raymond A. *et al., Work Productivity and Job Satisfaction.* New York: Psychological Corp., 1975.

This bibliographical report emphasizes research on factors affecting productivity and job satisfaction of employees. T/C.

Kim, Jay S. *Effect of Feedback on Performance and Job Satisfaction in an Organizational Setting.* Ph.D. Dissertation, Michigan State University, 1975. DAI, Vol. 36, No. 3, p. 1488-B.

Represents a field study with experimental and control groups. Attention is given to different modes of feedback and reinforcement theory. Results support the premise that behavior can be changed directly without going through the process of attitude change. Job satisfaction of workers was less affected by feedback while job performance was improved as a result of feedback. FS.

Krasnow, Bernard S. *A Study of the Relationship Between Teacher Expected Ideal Leader Behavior of Elementary School Principals in New York State and Selected Situational Variables.* Ed.D. Dissertation, New York University, 1975. DAI, Vol. 36, No. 12, p. 7783-A.

Studies the effect of eight situational variables in teachers' expectations as to how principals ought to behave in terms of "initiating structure" and "consideration." Findings indicate that best criteria for "initiating structure" expectations is a school's percentage of students from low-income families (positive relationship); and the best criteria for

"consideration" expectations is pupil-staff ratio in conjunction with geographical area (negative relationship). FS.

Krivonos, Paul D. *Subordinate-Superior Communication as Related to Intrinsic and Extrinsic Motivation: An Experimental Field Study.* Ph.D. Dissertation, Purdue University, 1975. DAI, Vol. 35, No. 7, p. 4108-A.

Studies message distortion, communication climate, and intrinsic-extrinsic motivation in two large manufacturing companies. Sixty-six first-line supervisors and thirty-six superiors furnish perceptions and responses to stimulus situations that lead to findings concerning six main hypotheses and five subhypotheses. FS.

Lehan, Michael G. *The Appropriate Response: A Study of Decision-Making in a Public Agency Through An Analysis of Communications.* Ed.D. Dissertation, University of Massachusetts, 1975. DAI, Vol. 36, No. 9, p. 5696-A.

Categorizes and describes the various types of communications that occur in a decision-making process as a basis for developing a model of organizational decision-making patterns. The model is applied to three specific decisions employing several criteria to determine the success or failure of a decision from a communications standpoint. FS.

Lewis, Joan B. *Improvement of Principal-Teacher Communications: An Application of a Participatory Policy Planning Model.* Ed.D. Dissertation, Columbia University Teachers College, 1976. DAI, Vol. 37, No. 3, p. 1334-A.

Studies the perceptions of teachers and principal as to the importance of, and degree of satisfaction with, communication of 61 selected items and 7 selected channels of communication used by principal to communicate with teachers. Includes a morale index and gives special attention to the communication qualities of clarity, credibility, receptivity, adequacy, and availability. FS.

Lewry, Philip E. *Evaluation of a Contingency Job Design Model in an Information Technology Environment*, Tempe, AZ: Arizona State University, 1976.

Examines the relationship between several job characteristics and on-the-job behavior. Internal motivation, general satisfaction, and performance were found to be affected by job characteristics such as task significance, task identity, skill variety, autonomy, and feedback from the job. FS.

Likert, Rensis and Jane Gibson Likert. *New Ways of Managing Conflict.* New York: McGraw-Hill, 1976.

Based on the procedure developed by Rensis Likert in 1932 for studying conflict and the human dimensions of organizations, the authors provide guidelines for adapting this system to individual organizations. They also present several case studies in which they illustrate the

effective implementation of this system to resolve conflicts more constructively, thereby yielding a more creative and effective solution. P/D.

Loasby, B. J. *An Inquiry into Economic Theory and the Practice of Decision-Making*. London: Cambridge University Press, 1976.

Discusses decision-making in terms of the consequences of complexity and partial ignorance of economic theory. T/C.

Mangee, Carl P. *A Study of the Perceived Behaviors of Elementary School Principals and the Organizational Climate of Elementary Schools*. Ph.D. Dissertation, The University of Michigan, 1975. DAI, Vol. 36, No. 10, p. 6404-A.

Identifies behaviors of principals serving as effective helpers and the effect of such behaviors on 1) leadership of principal and 2) climate of school. Finds a high correlation between effective helping behaviors and positive leadership scores and organizational climate. Suggests that effective leadership behavior may be only one small portion of the total helping behavior of an elementary principals. FS.

Manuma, Polefeu V. *Organizational Climate in Elementary Schools of American Samoa*. Ph.D. Dissertation, University of Minnesota, 1975. DAI, Vol. 36, No. 8, p. 4922-A.

Studies the organizational climate of 20 schools as to whether they are open (3), autonomous (0), controlled (4), familiar (1), paternal (6), or closed (6). Findings indicate that the interaction pattern of the principal and staff defines the organizational climate of a school and that the sociographical location of a school has no bearing on the kind of organizational climate a school develops. FS.

McEntire, Bobbie A. *A Study Examining the Relationship Between the Organizational Structure and Teacher Participation in School Decision-Making*. Ph.D. Dissertation, University of South Carolina, 1975. DAI, Vol. 36, No. 11, p. 7103-A.

Finds a significant relationship between type of school organization and perceptions held by teachers as to a) the person or group primarily responsible for decision-making; b) the person or group who should be responsible; and c) the nature of teachers' involvement in making decisions that deal with the instructional program as opposed to administration. FS.

McHugh, Mary M. *A Study of Consensus on Goals and Strategies Among Community College Personnel*. Ph.D. Dissertation, Illinois State University, 1975. DAI, Vol. 36, No. 11, p. 7104-A.

Utilizes the Delphi Technique for decision-making study and finds a substantial degree of consensus among administrators. The greatest amount of variance occurs with members of the Humanities Division and respondents in all areas with higher years of experience. FS.

Mikols, Walter V. *The Effect of Leadership Style Upon the Performance of Appointed Leaders Operating in a Leadership Training Environment.* Ph.D. Dissertation, Bowling Green State University, 1975. DAI, Vol. 36, No. 4, p. 2055-A.

Tests Fiedler's Contingency Model of Leadership wherein situational factors and personality attributes interact in the determination of leader performance. Findings indicate no significant difference in mean performance scores for both low and high LPC leaders during very favorable, intermediately favorable, and very unfavorable situations. Concludes that study provides weak support for Fiedler's model. FS.

Miniter, John J. *An Analysis of Job Satisfaction Among Public, College or University, and Special Librarians.* Ph.D. Dissertation, North Texas State University, 1975. ERIC ED 112 831.

Six elements of job satisfaction, including pay, work, supervision, people, promotion, and total satisfaction were looked at to determine differences between three types of libraries. Among other results, it was found that staff size has little or no effect on job satisfaction. FS.

Moniot, Sara H. *The Relationship Between Leader Behavior, Type of Organization, and Role Conflict.* Ed.D. Dissertation, University of North Carolina at Greensboro, 1975. DAI, Vol. 36, No. 4, p. 2311-A.

Finds a significant correlation between the two independent variables of leader behavior (12 factors) and type of organization, and the dependent variable of role conflict. Recommends that future research be directed to the conceptualization and measurement of situation leadership. T/C.

Morris, Betty N. *The Relationship of Teacher Perceptions of Organizational Climate to Job Satisfaction in the Elementary Schools of a Metropolitan School District.* Ed.D. Dissertation, University of Houston, 1975. DAI, Vol. 36, No. 12, p. 7790-A.

Finds a minimal relationship between teachers' perceptions of organizational climate and the index of job satisfaction. All schools in the sample were identified to have a closed or partly closed climate, low satisfaction with pay, and neutral attitudes toward work, principal, and co-workers. Author questions construct validity of the instrumentation and recommends replication of study employing more sensitive instruments. FS.

Munro, Malcolm C. *A Comparison of the Decision Analysis and Data Analysis for Determining Management's Information Needs.* Ph.D. Dissertation, University of Minnesota, 1975. DAI, Vol. 36, No. 4, p. 2312-A.

Examines the effectiveness of the decision-analysis (top-down) method versus the data-analysis (bottom-up) method for determining management's information requirements for decision making. Tests five hypotheses in a study of four colleges including programmed decisions (highly structured, routine, repetitive) and nonprogrammed decisions (somewhat unstructured, infrequently occurring). FS.

Murbach, Edwin A. *Organizational Climate of the Sylvania, Ohio, City Elementary Schools: A Case Study Assessment.* Ed.D. Dissertation, University of Toledo, 1975. DAI, Vol. 36, No. 10, p. 6406-A.

Finds that subjects' (principals and teachers) perceptions of school climates in seven schools were located on a continuum from open to closed; that subjects in autonomous-climate settings reflected more positive attitudes of work and school than subjects in closed-climate settings; and that subjects in closed-climate settings had less favorable attitudes in their perceptions of interpersonal relationships. FS.

Otke, Paul Gerald. *The Relationship Between Job Satisfaction and Job Requirements.* Ph.D. Dissertation, York University, 1970. DAI, Vol. 36, No. 10, p. 5327-B.

Achievement is the major source of both job satisfaction and dissatisfaction. Job functions may be satisfying or dissatisfying depending upon the rewards which accompany the performance of a function. When functions are accompanied by intrinsic rewards, satisfaction results. Dissatisfaction is associated with an absence of either intrinsic or extrinsic rewards. FS.

Palmer, Roberta C. *A Study of Decision-Making in a Large Urban School System.* Ph.D. Dissertation, Catholic University of America, 1976. DAI, Vol. 37, No. 3, p. 1339-A.

Recommendations of this case study include: 1) responsibility for implementing a decision should be well-defined and communicated; 2) a review process, which includes the criteria for judging the implementation, should be specified in the implementation plan; and 3) provision should be made for the timely flow of information concerning the implementation of a decision. FS.

Peters, Lawrence H. *An Experimental Demonstration of the Effects of Expectancy Theory Variables on Work Behavior.* Ph.D. Dissertation, Purdue University, 1975. DAI, Vol. 36, No. 10, p. 5327-B.

A direct test indicated that expectancy theory components (expectancies, instrumentalities, and valences) do predict actual work effect. LS.

Prieto, Anita C. *An Investigation of the Relationship Between Participating Group Management in Elementary Schools and the Needs Satisfaction of Elementary Classroom Teachers.* Ed.D. Dissertation, University of New Orleans, 1975. DAI, Vol. 36, No. 4, p. 1964-A.

Studies management systems in respect to five psychological needs of teachers: security, social, esteem, autonomy, and self-actualization. Concludes that there is high satisfaction of all teacher needs in a participative group management system, especially in respect to the higher order needs of autonomy and self-actualization. FS.

Rasmussen, Robert H. *The Relationship of Organizational Climate and Individual Attitudes Toward Change to Teachers' Perceptions of*

Organizational Receptivity to Change. Ed.D. Dissertation, University of New Orleans, 1975. DAI, Vol. 36, No. 6, p. 3309-A.

Finds significant positive relationships between the two dimensions of climate—trust and consideration—and teachers' perceptions of organizational receptivity to change; and finds significant negative relationships between the three dimensions of climate—aloofness, production emphasis, and hindrance—and teachers' perceptions of organizational receptivity to change. FS.

Redmond, Robert F. *A Study of Organizational Climate of Schools and Perceptions of Students and Teachers.* Ph.D. Dissertation, University of Maryland, 1975. DAI, Vol. 36, No. 7, p. 4181-A.

Investigates the possible relationships between organizational climate and student-teacher relationships. Findings in this study of fifth grade classes do not show organizational climate to be related to teachers' opinions about students. Author feels that different results may be disclosed by studies of junior or senior high schools. FS.

Reeves, Morris L. *Similarities and Differences in Leader Behaviors of Relatively Successful and Relatively Less Successful Superintendents of Unified School Districts in Southern California.* Ed.D. Dissertation, University of Southern California, 1975. DAI, Vol. 36, No. 11, p. 7112-A.

Finds significant differences in perceptions of principals and board members in respect to relatively successful superintendents versus less successful superintendents. Staff relations is noted to be an important criterion for the successful school superintendent. Recommends that, in the selection and training of superintendents, board members should examine scores for the various dimensions of leader behavior description questionnaire. FS.

Rigney, Daniel C. *Organizational Secrecy: An Investigation of Hidden Realities.* Ph.D. Dissertation, The University of Texas at Austin, 1975. DAI, Vol. 37, No. 1, p. 622-A.

Studies questions of why and how organizations conceal information. Reviews existing literature on organizational secrecy and analyzes two recent cases involving a failure to control access to sensitive information: 1) the release of the Pentagon Papers, and 2) the disclosure of ITT's clandestine involvement in Chilean politics. T/C.

Rose, Carl A. *An Analysis of Relationships Between Perceived Conflict Behavior and Organizational Performance.* Ph.D. Dissertation, University of Maryland, 1975. DAI, Vol. 36, No. 10, p. 6413-A.

Concludes that 1) the relationships between teacher/administrator conflict and performance tends to be positive, while an inverse relationship exists between teacher/teacher conflict and performance; 2) administrators and teachers perceive the same level of conflict; and 3) teachers and administrators perceive the same level of performance. FS.

Rubinstein, M. F. *Patterns of Problem Solving*. Englewood Cliffs, NJ: Prentice-Hall, 1975.

Examines problem-solving techniques and difficulties in solving problems. Chapters include information on probability, models and modeling, optimization models and dynamic-systems models, communication, and language. T/C.

Schneider, B. *Staffing Organizations*, Pacific Palisades, CA: Goodyear Publishing Co., Inc., 1976.

Examines organizational analysis, self-selection, satisfaction, and performance in the organizational structure. Two chapters are devoted to hiring practices in organizations. T/C.

Searle, June G. *A Comparison of Organizational Climate and Social Behavior in the Elementary Schools.* Ph.D. Dissertation, University of Utah, 1976. DAI, Vol. 37, No. 3, p. 1379-A.

Investigates the impact of organizational climate on social behavior, attitude, and academic achievement of students. Compares the "open-climate" school to the "closed-climate" school and finds basic differences in respect to student's behavior and attitudes toward school personnel and relationship with peers. FS.

Shaw, Charles E. *A Comparative Analysis of Organizational Climate and Job Satisfaction at Selected Public and Catholic Secondary Schools in Connecticut.* Ph.D. Dissertation, University of Connecticut, 1975. DAI, Vol. 36, No. 12, p. 7796-A.

Finds healthy climates and fairly good job satisfaction in samples of 20 public secondary schools and in 20 Catholic secondary schools. Climate is defined in terms of goal commitment, decision process, and team cooperation. The variables of climate and leadership correlate substantially with job satisfaction: .86 and .72 respectively. FS.

Shin, Joong S. *A Study of the Relationships Among the Principal's Leadership Style, Teachers' Need-Orientation, and the Degree of Teachers' Satisfaction with Their Principal's Job Performance.* Ed.D. Dissertation, University of Kentucky, 1975. DAI, Vol. 37, No. 1, p. 84-A.

Concludes that teachers' perception of satisfaction with their principal's job performance (TS) may be viewed as a function of the interplay between teachers' need-orientation (TN) and their principal's leadership style (PL) in their school situation (S). This is expressed mathematically as TS = F (PL, TN, S). FS.

Siegel, Alan Lawrence. *A Comparative Investigation of Organizational Communication Practices.* Dissertation, Michigan State University, 1975. DAI, Vol. 36, No. 23, p. 6431-B.

Communication satisfaction is greater under participative decision making (Scanlan plan) than under traditional methods of organization. Traditional groups had greater production and maintenance communication. FS.

Sikes, Judson V. *The Relationship Between the Morale of Georgia Directors of Curriculum and Instruction and the Perceived Leader Behavior of Georgia School Superintendents.* Ed.D. Dissertation, University of Georgia, 1975. DAI, Vol. 36, No. 8, p. 4943-A.

Studies morale and its relationship to leader behavior viewed in terms of a) initiating structure, and b) consideration. Findings indicate consideration (human relations) behavior to be significantly related to 8 of 9 morale dimensions, while initiating structure (task-oriented) is significantly related, but less strongly than consideration, to 5 morale dimensions. FS.

Simpson, Leo R. *A Multidimensional Empirical Analysis of Leadership in the Small Business Setting.* D.B.A. Dissertation, University of Colorado, 1975. DAI, Vol. 36, No. 8. p. 5406-A.

Assesses the correlation between leadership style and subordinate satisfaction and performance. Finds that subordinate perception of leader initiating structure and consideration is positively and significantly related to subordinate *satisfaction* but only positively and not significantly related to *performance.* Indicates that both satisfaction and performance are influenced by the congruence of the subordinate with the leader and workgroup in respect to demographics, attitudes, and values. FS.

Sinatra, William J. *An Investigation Into the Relationship Between Teacher Evaluation and the Interpersonal Compatibility of the Teacher and the Evaluator.* Ph.D. Dissertation, State University of New York at Buffalo, 1975. DAI, Vol. 36, No. 10, p. 6415-A.

Indicates that teacher evaluations conducted by administrators are definitely related to the interpersonal compatibility of teacher and administrator. Concludes that the evaluation system in the school studied is deficient and does not measure teaching effectiveness in a manner expected of trained independent observers. FS.

Smith, Merle C. *The Relationship Between the Participative Management Style of Elementary School Principals as Perceived by Their Teachers and the Level of Teacher Morale.* Ed.D. Dissertation, University of Southern California, 1975. DAI, Vol. 36, No. 11, p. 7117-A.

Concludes that there is strong support for the research hypothesis that positive relationship exists between the level of teacher morale and the degree to which principals employ a participative management style as perceived by teachers. Finds a higher relationship for younger and less experienced teachers than for older and more experienced teachers. FS.

Smith, Wilson E. *The Effects of Anticipated vs. Unanticipated Social Rewards on Subsequent Intrinsic Motivation.* Ph.D. Dissertation, Cornell University, 1975. DAI, Vol. 37, No. 2, p. 1043-B.

Subjects demonstrate greatest intrinsic motivation when there is either no reward involved in task performance or unanticipated reward. Anticipated reward results in the least motivation. LS.

Spencer, Gregory John. *Effects of Participation on Satisfaction and Productivity.* Ph.D. Dissertation, University of Michigan, 1975. DAI, Vol. 36, No. 10, p. 5328-B.

Participation relates significantly (positively) to satisfaction, but no relation is observed between participation and productivity. FS.

Steers, Richard M. and Lyman W. Porter. *Motivation and Work Behavior.* New York: McGraw-Hill Book Co., 1975.

Presents an extensive overview of recent and classical articles about motivation in organizations. The authors provide an introduction and summary of each section. P/D.

Surles, Richard C. *A Study of the Relationship of the Communication of Organizational Goals and Organizational Roles to Job Absence, Job Evaluation, Job Stress, and Job Satisfaction for Workers in the Role of Lower Participants.* Ph.D. Dissertation, The University of North Carolina at Chapel Hill, 1975. DAI, Vol. 36, No. 6, p. 3320-A.

Studies the impact of agreement or disagreement with organization goals and roles. Impact is assessed by measures of job stress, job satisfaction, job absences, and job performance. Concludes that goals and roles which are not reinforced in the immediate work environment tend to create job tension when stressed at another level of the organization. Many other relationships are noted. FS.

Swainston, Theron L. Jr. *The Suitability of a Management by Objectives Model for Elementary School Administration.* Ed.D. Dissertation, University of Southern California, 1975. DAI, Vol 36, No. 11, p. 7120-A.

Studies the opinions of 52 elementary principals in one school district in Nevada. Concludes that a management by objectives system helps administrators cope with complexity by directing action toward stated goals, providing accountability, and furnishing a basis for developing a philosophical-theoretical model for school administrations. FS.

Swansburg, R. C. *Management of Patient Care Services*, St. Louis: The C.V. Mosby Company, 1976.

Presented to help nurse managers organize activities so that professional nurses can practice their primary functions—assessment, diagnosis, prescription, and evaluation. Examines personnel policies and the role of leaders in the hospital environment. P/D.

Timer, Anna M. *A Study of Organizational Relationships in Selected Units Within a Bureaucracy.* Ed.D. Dissertation, Syracuse University, 1975. DAI, Vol. 36, No. 10, p. 6417-A.

Examines the effects of introducing participatory management. Study is based on Likert's 4-system theory concerned with 7 organizational variables of leadership, motivation, communication, interaction, decision-making, goal-setting, and control. Findings indicate that increased participation moves work units in predicted direction but not to extent

of statistical significance, with communication and decision-making closest to significant levels. FS.

Tombaugh, George A. *A Study of the Job Satisfaction of School Business Administrators in City School Districts in the State of Ohio.* Ed.D. Dissertation, University of Toledo, 1975. DAI, Vol. 36, No. 10, p. 6418-A.

Studies job satisfaction levels of business administrators and factors affecting such levels. Isolates factors most influential in building job satisfaction and dissatisfaction in this population. Interpersonal relations (with superiors, peers, subordinates) are analyzed as factors that can either build or destroy job satisfaction. FS.

Truog, William R. Jr. *An Analysis of Selected Communicative Relationships Between Employees' Attitudes and Values Toward Work in Commercial Banks.* Ph.D. Dissertation, Ohio University, 1975. DAI, Vol. 36, No. 10, p. 6357-A.

Studies the attitudes and values of employees in six job classifications. Concludes that for certain job classifications: 1) there is a positive relationship between employees' job classification and their specific value system toward work, and 2) employees' attitudes toward their work is predictable from a knowledge of the value system held by those employees. FS.

Tushman, Michael. *Organizational Change: An Exploratory Study and Case History.* Ithaca, New York State School of Industrial and Labor Relations, Cornell University, 1974.

Presents a case study exploring the methodology of changes in one organization. The author presents a positive commentary for the continuation and increase in internship programs. A concise summary and comprehensive bibliography of previous work in the field is included.

Umstot, Denis David. *An Experimental Study of the Effects of Job Enrichment and Task Goals on Satisfaction and Productivity.* Ph.D. Dissertation, University of Washington, 1975. DAI, Vol. 37, No. 2, p. 1023-B.

Individuals working in enriched jobs are significantly more satisfied than individuals working in jobs not enriched. The presence or addition of specific task goals results in higher productivity. FS.

Vroom, Victor A. and Phillip W. Yetton. *Leadership and Decision-Making.* Pittsburgh: University of Pittsburgh, 1973.

This book discusses leadership by using models for development and training of managers and administrators. Written primarily for researchers, it also clearly states to administrators how to utilize the book for application purposes. Included are a discussion of two classes of decision problems and an extensive explanation of relationship styles and research. T/C.

Walker, James G. *A Study to Determine the Relationship Between Leader Behavior and Teacher Morale in Selected Elementary Schools.* Ed.D.

Dissertation, University of Southern Mississippi, 1975. DAI, Vol. 36, No. 8, p. 4951-A.

Studies leader behavior and morale in relation to teachers of high and low productivity. Finds that teacher morale and leader behavior of school principals have a positive relationship with the correlation being higher for "consideration" than for "initiating structure." Concludes that morale and productivity are positively related; and notes that the high productive group viewed their principals as being significantly higher on the "consideration" dimension of leader behavior.

Weiser, Harold E. Jr. *A Study of the Relationship Between Organizational Climate and Teacher Morale.* Ed.D. Dissertation, University of New Orleans, 1974. DAI, Vol. 36, No. 5, p. 2566-A.

Investigates the relationship between organizational climate and teacher morale in four secondary schools. Findings indicate significant differences in climate among the schools and also differences in teacher morale. Concludes that there is a positive relationship between climate and teacher morale. FS.

Williams, Ervin. ed. *Participative Management: Concepts, Theory, and Implementation.* Atlanta, GA: Publishing Services Division, School of Business Administration, Georgia State University, 1975.

A collection of 19 previously published articles on theory, research, and implementation of participative management. Included are articles by Keith Davis, Robert Tannenbaum, Warren Schmidt, Edward E. Lawler III, and Victor Vroom. P/D.

Wright, H. B. *Executive Ease and Dis-Ease.* New York: John Wiley & Sons, 1975.

Relationship between the health of employees and the organizational environment. Useful in terms of nonverbal communication in the organization and management of health and safety standards as an aspect of organizational communication. P/D.

ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS

Abdel-Halim, Ahmed and Kendrith Rowland. "Some Personality Determinants of the Effects of Participation: A Further Investigation," *Personnel Psychology*, Vol. 29, No. 1, Spring 76, pp. 41-55.

Reviews research studies that treated need for independence and/or authoritarianism—like variables as moderators in the relationship between participative leadership and job performance and satisfaction. The authors postulate however that future research may reveal that participation in decision-making influences subordinates' attitudes toward their supervisors, but not necessarily toward the work itself. FS.

Adams, Edward L. "Why We Don't Communicate Better," *Chemical Engineering*, Vol. 82, No. 25, Nov. 24, 1975, pp. 73-76.

A career directions inventory enables one to focus on his or her goal and determine how and where to obtain the training and support necessary to reach that goal. One needs both short and long range goals. P/D.

Allen, T. J. and A. R. Fustfeld. "Research Laboratory Architecture and the Structuring of Communications," *R&D Management*, Feb. 1975, Vol. 5, No. 2, pp. 153-164.

Architecture seriously affects communication patterns in research organizations. P/D.

Anderson, Carl R. "Coping Behaviors as Intervening Mechanisms in the Inverted U-Stress-Performance Relationship," *Journal of Applied Psychology*, Feb. 1976, Vol. 6, No. 1, pp. 30-34.

Perceived stress and organization performance display a curvilinear, nearly inverted U relationship. Problem-solving coping behaviors have an inverted U relationship with perceived stress while emotional coping behaviors display a positive linear relationship. FS.

Argyris, Chris. "On Organizations of the Future." Administrative and Policy Studies Series: Vol. I, No. 03006, A Sage Professional Paper, 1973, 48 p. ERIC ED 108 312.

Discusses the need of organizations to take a more complex view of man. Lack of interpersonal competence has created an internal environment that stifles the rational and technical competencies. This view will result in changes in organizational structure, leadership, technology, and managerial controls. T/C.

Arnold, Hugh. "Effects of Performance Feedback and Extrinsic Reward Upon High Intrinsic Motivation," *Organizational Behavior and Human Performance*, Vol. 17, 1976, pp. 275-288.

Subjects played "Enterprize," a complex computer game, and received manipulated performance feedback. Found that measurement of motivation was weak, and the rewards were not meaningful. LS.

Arvey, Richard D., H. Dudley Dewhirst, and John C. Boling. "Relationships Between Goal Clarity, Participation in Goal Setting and Personality Characteristics on Job Satisfaction in a Scientific Organization," *Journal of Applied Psychology*, Feb. 1976, Vol. 61, No. 1, pp. 103-105.

Goal-clarity planning and participation in goal-setting are linearly and positively related to satisfaction. FS.

Baker, Michael E. "Management by Objectives for a School District's Administrative Staff." Carnegie-Mellon University, Pittsburgh, PA. Educational Management Development Center, May 1975, 63 p. ERIC ED 111 067.

Addresses the concepts underlying MBO and its implementation for a school district's administrative staff. Several important phases of

implementation (goal-setting, performance appraisal, and salary plan development) are emphasized in major sections of this report. P/D.

Barndt, Stephen E. "A Study of the Relationship Between Decision Maker's Education and Experience and Alternative Choice in Trade Off Decisions," Air Force Institute of Technology, Wright-Patterson AFB, OH, School of Systems and Logistics, Jan. 1975, 63 p. ERIC ED 110 621.

Reviews the research report conducted among commissioned officers in the U.S. Armed Forces which examines one possible underlying course of conflicting inputs and outputs: the existence of differences in decision makers' formal education and work experience background. Results indicated a tendency toward differences in homogeneity of choice and in role adaptability among individuals categorized into several education and experience background categories. FS.

Bartell, Ted. "The Human Relations Ideology," *Human Relations*, Vol. 29, No. 8, 1976, pp. 737-749.

This article traces the cultural, institutional, and motivational factors which have led industrial organizations to accept the human relations approach. The role of the university is given particular emphasis. P/D.

Bartol, Kathryn and Max S. Wortman, Jr. "Male Versus Female Leaders: Effects on Perceived Leader Behavior and Satisfaction in a Hospital," *Personnel Psychology*, Vol. 28, No. 4, Winter 1975, pp. 533-547.

Results indicate that from the point of view of subordinates, the sex of the leader has little effect on perceived leader behavior, job satisfaction, or the relationship between perceived leader behavior and satisfaction with supervision. The sex of the subordinates may be an important variable which should be considered in future research. FS.

Bass, Bernard and Ruth Bass. "Concern for the Environment: Implications for Industrial and Organizational Psychology," *American Psychologist*, Feb. 1976, Vol. 31, No. 2, pp. 158-166.

The geographical environment in which an individual lives can have direct and indirect effects on how and where he or she works. Ecology and personnel psychology are intimately related. T/C.

Beach, Barbara. "Expert Judgments Under Uncertainty: Bayesian Decision-Making in Realistic Settings," *Organizational Behavior and Human Performance*, Aug. 1975, pp. 10-59.

Reviews Bayesian research on expert judgments about uncertainty in four occupational types: military, medicine, business, and meteorology. T/C.

Beauchamp, George A. and Patricia C. Conran. "Longitudinal Study in Curriculum Engineering—VI," paper presented at the Annual Meeting of the American Educational Research Association, April 23, 1976, 26 p. ERIC ED 119 329.

The specific objectives of this study were to observe the effects of curriculum engineering, climate, and leadership on teachers' performance and attitudes and on student achievement. Data was compared with previous studies and was discussed in terms of the longitudinal design of the study. FS.

Becker, Stephen P. "How to Prove—and Report—Return on (Training) Investment," *Training*, Vol. 13, No. 5, May 1976, pp. 39-41.

Training managers is no different from others in that all should be able to prove that there has been a return on investment. Discussion centers on ways to do just that. Examples are given for several situations, with the emphasis on control (obtaining specific measurements on a continuing basis), use of statistics, and timeliness. P/D.

———, "Moving People Ahead," *Training*, Oct. 1975, Vol. 12, No. 10, pp. 18, 20, 46-48.

When is the right time to promote someone on your training staff? This article covers definitions and criteria for promotion, including broad understanding of the field, learning ability, leadership quality, pattern of performance, and life goals. P/D.

Bergquist, William H. and Steven R. Phillips. "A Handbook for Faculty Development," Council for the Advancement of Small Colleges, Washington, D.C., June 1975, 299 p. ERIC ED 115 174.

To bring about the significant improvements in instruction demanded by the new and difficult issues facing higher education in the 1970's this handbook presents both theoretical guidelines and practical suggestions for actually doing faculty development. Each section presents an overview on instructional, organizational, and personal development, and discussion on issues such as classroom observation and diagnosis, decision-making, and helping skills. P/D.

Birchall, D. W. and Ray Wild. "Perceived Job Attributes, Job Attitudes, and the Behaviour of Blue Collar Workers: A Research Note," *Management Studies*, Vol. 13, No. 2, May 1976, pp. 191-195.

Examines the relationship between workers' perception of their jobs in terms of desirable attributes and the workers' behavior. The results indicate a positive relationship between the two factors. Suggests that findings do not explain the nature of job satisfaction and performance relationships but brings out the importance of workers' perceptions of their job. FS.

Bjork, Lars E. "An Experiment in Work Satisfaction," *Scientific American*, Vol. 23, No. 3, March 1975, pp. 17-23.

Assembly line workers can assume increased responsiblity for controlling the work situations although such a change requires extensive learning. FS.

Bons, Paul M. and Fred E. Fiedler. "The Effect of Changes in Command Environment on the Behavior of Relationship- and Task-Motivated Leaders," Washington University, Seattle Department of Psychology, Jan. 1975, 46 p. Government Report No. TR-75-63, Contract N00014-67-A-0103-0013.

Presents research based on the Contingency Model (Fiedler, 1967) regarding the effects of job rotation, succession, and reassignment of supervisors on the performance of Army squad leaders in both task and maintenance behavior. FS.

Borland, David T. "Organizational Action Process," paper presented at the 50th Annual Convention of the American College Personnel Association, Atlanta, GA, March 5-8, 1975, 17 p. ERIC ED 108 026.

States that if the concept of student development is to be implemented successfully, positive action must be taken that addresses the organizational parameters of the higher education bureaucracy. Persons who traditionally have been committed to the personal development of students, now also must devote their professional skills to the organizational resources and barriers that can facilitate the student development process. P/D.

Bowes, John E. and Keith R. Stamm. "Development Priorities in the West River Region, North Dakota. A Social Attitude and Communication Analysis," North Dakota University, Communications Research Center, Grand Fork, ND, Oct. 1974, 157 p. Government Report No. PB-249 504/2GA Contract No. DI-14-31-0001-5034.

Analyzes numerous social variables in public participation and acceptance of regional development, including the role of public relations, communications management, and information systems. P/D.

Bowman, James S. "The Behavioral Sciences: Fact and Fantasy in Organizations," *Personnel Journal*, Vol. 55, No. 8, pp. 395-397.

The author concludes that there is a fundamental incompatability between man and the organization. The dilemma is that the "promise" of the behavioral sciences seems remote as the obsolete classical principles of organization are utilized as a workable alternative for goal attainment within most organizations. T/C.

Brocato, C. J. and S. R. Willcoxen. "Improving Results Through an Integrated Management System: A Case Study—Part I. The Basic System," *Management Review*, Vol. 65, No. 2, Feb. 1976, pp. 15-25.

This article deals with a program to stimulate the creative action of employees toward the accomplishment of personal and organizational goals. Via person-to-person meetings, managers assessed the strengths and weaknesses of individual units, personnel, and themselves and subsequently developed agreed-upon commitments to accomplish set objectives. P/D.

Brown, David S. "Barriers to Successful Communication: Part I, Macrobarriers," *Management Review*, Vol. 64, No. 12, Dec. 1975, pp. 24-29.

The author contends that communication breakdown occurs because of macro- and microbarriers. Macrobarriers concern the environment and affect not only what we communicate but how, when, how much, and why. Sample macrobarriers include: the role of information as a "currency," the pressure of time, the variety of media, and the increasing complexity of the subject matter. T/C.

———, "Barriers to Successful Communication. Part 2, Microbarriers," *Management Review*, Vol. 65, No. 1, Jan. 1976, pp. 15-21.

Microbarriers in communication deal specifically with the message, its transmission and reception. Some of the more important microbarriers studied in this article include: the sender's view of the situation, the message, the choice of medium, interference, receipt and translation, and feedback. T/C.

Cashman, James, *et al.* "Organizational Understructure and Leadership," *Organizational Behavior and Human Performance*, Vol. 15, 1976, pp. 278-296.

A longitudinal investigation of the processes by which a formal organization is trasfused with new reporting relationship reveal the operation of organizational understructures. These networks are analyzed in a large public university. FS.

Chandler, George A. "A Top Manager in the Middle: A Group President Looks at His Job," *Management Review*, Vol. 64, No. 10, Oct. 1975, pp. 17-23.

Describes the nature of a group executive's job and how it must be structured and worked. Representative topics include: relationships with corporate staff, effective utilization of time, knowing the operation's strengths and weaknesses, and organization vs. group goals. P/D.

Chester, T. E. "Organization for Change: The British National Health Service." Organization for Economic Cooperation and Development, Paris, France: Centre for Educational Research and Innovation. 1975, 44 p. ERIC ED 111 958.

Discusses the reorganization of the National Health Service. New organizational problems presented themselves as 1) the need for training management personnel and community physicians, and 2) decision-making based on consensus rather than authoritative hierarchical status. An evaluation of the program arrived at a positive assessment.

Claycombe, W. W., J. M. Bird, Jr., and M. L. Bennett. "An Evaluation of Supervisory Skills to Determine Training Needs," *Personnel Journal*, Vol. 55, No. 13, p. 116-120.

This study is somewhat unique because 1) the conclusions are based on ratings by subordinates, and 2) the study employed a package

approach including four forms: a) the Supervisory Evaluation Form, b) the Self-Evaluation Form, c) the Supervisory Interview Form, and d) the Time Percentage Form. Each package form is described in the article along with the data collected from its utilization. FS.

Cohen, Stanley L. and John R. Turney. "Results of an Organizational Diagnostic Survey of an Army Field Facility Work Environment." Army Research Institute for the Behavioral and Social Sciences, Arlington, VA, Jan. 1976, 33 p. ARI-Technical paper 272.

Through the use of a self-developed "Work Environment Questionnaire" (WEQ) the attitudes and perceptions of supervisors and their subordinates were elicited on their job duties, training, performance standards, supervision, work group, job importance, and feedback. After developing a diagnostic instrument to identify problem areas, intervention techniques of organizational development to correct problems are presented. Evaluation of the intervention results is suggested in terms of productivity and job satisfaction. FS.

Coleman, Peter. "Leadership and Loyalty: The Basic Value Dilemmas of the Educational Administrator in the 70's," paper presented at the Canadian Education Association Meeting, Banff, Alberta, May 21, 1974, 20 p. ERIC ED 108 375.

Maintains that many educational decisions are made on issues over which conflict occurs because of value differences among the groups involved. The main value dilemmas faced by educational administrators focus on what constitutes leadership and on who commands the loyalty of the administrator. Defines leadership value conflicts and their correlation to degrees and situations of loyalty. T/C.

Conklyn, Elizabeth D. "Role Definition by the Principal: Effects and Determinants," paper presented at the Annual Meeting of the American Educational Research Association, April 19-23, 1976, 28 p. ERIC ED 120 933.

Examines Mintzberg's dimensional model of the managerial job. Studies the effect of career goals and activity preference on perceived importance of roles and the effect of perceived importance of role on job performance. FS.

Conran, Patricia C. and George A. Beauchamp. "Relationships Among Leadership, Climate, Teacher, and Student Variables in Curriculum Engineering," paper presented at the Annual Meeting of the American Educational Research Association, April 23, 1976, 24 p. ERIC ED 119 330.

Study supports the assumptions of causal relationships among leadership, climate, teacher, and student variables in curriculum engineering. Some of the quantitative measures were teachers' attitudes, students' achievements, principals' leadership, and teachers' performance. T/C.

Crane, Donald P. "The Case for Participative Management," *Business Horizons*, Vol. 19, No. 2, April 1976, pp. 15-21.

Acknowledging the discrepancy between belief in theory and the actual practice of participative management techniques, Crane offers several general guidelines for successful implementation of participative management. The guidelines were drawn from a survey of executives who had successfully used participative management. FS.

Dance, Frank E. X. "Prolegomena to a Primitive Theory of Human Communication in Human Organizations," paper presented at the SCA Conference and Post-Doctoral Program on Organizational Communication, San Marcos, TX. Feb., 1976.

Examines a primitive theory of human communication in organizations as distinguished from an eclectic theory of organizational communication. The primitive theory emphasizes an analyses of human communication and the relationship of role to functions of human communication which arise when related to a specific environment. Conversely, the eclectic theory emphasizes the organization in which communication takes place and suggests that the shape or the form of the organization controls or dictates the communication patterns. T/C.

Davis, Keith. "A Law of Diminishing Returns in Organizational Behavior?" *Personnel Journal*, Vol. 54, No. 10, pp. 616-619.

Suggests that the law of diminishing return should be applied in industry to worker autonomy, employee security, and specialization. He concludes this investigatory article by explaining that managers should beware of becoming enamored with one practice and overextending it beyond its proper relationship with other situational variables. T/C.

Death, Morgan E. "The Role of Leadership in Navy Program Offices: An Executive Summary of a Study Report," Defense Systems Management School, Fort Belvoir, VA, 1975, 38 p. Government Report No. AD-A017 690/9GA.

Discusses how leadership characteristics and practices relate to and support the goals of a professional civilian-military organization. Common qualities and attributes that leaders possess are discussed in terms of how such attributes can be learned, adopted, and adapted to any person in a position of having to motivate others to get a job done. P/D.

Dillon, C. R. "MBO, Part 1: Setting Objectives," *Supervisory Management*, Vol. 21, No. 4, April 1976, pp. 18-22.

The first step in management by objectives is that of setting goals. Discussion includes methods of finding organizational objectives (consensus, numerical forecasting, problem-areas method, maximize-opportunities method), the process of setting objectives, determining the number of objectives, and appraisal by results. P/D.

———, "MBO, Part 2: Implementing Objectives and Measuring Progress," *Supervisory Management*, Vol. 21, No. 5, May 1976, pp. 12-16.

Discussion centers around steps to be taken in this stage of management by objectives. These include validation of objectives, obtaining commitment, implementing objectives, motivating employees, measuring progress, a control system to insure that objectives are being met, and performance appraisals. P/D.

Dobbs, Curtis E. "Improving Productivity: Ways to Get People Started," *Supervisory Management*, Vol. 21, No. 3, March 1976, pp. 2-6.

Included in the article is a definition of productivity, potential effects of programs on employees, the cost in human resources, and some suggestions to increase productivity. Examples are: make a diagnosis of on-the-job problems, use performance appraisals and objectives, and make use of training for subordinates as well as yourself. P/D.

Dodson, Charles, and Barbara Haskew. "Why Public Workers Stay," *Public Personnel Management*, Vol. 5, 1976, pp. 132-138.

The relationship between satisfaction, motivation, and productivity is explored among 600 employees of a state government in an attempt to test Herzberg's theory. Only one-third found motivators to be significant reasons influencing their continuing employment. FS.

Dynes, Russell R. and E. L. Quarantelli. "Organizational Communications and Decision Making in Crises," Ohio State University, Columbus Disaster Research Center, Columbus, OH, May 1976, 63 p. Contract N00014-75-C-0485, ARPA Order-2851, Report No. DRC-Misc.-18.

Presents a typology of group and organizational behavior in crises based on the nature of the crisis tasks and the structure of the groups. Future propositions are suggested using decision making and communications both as independent and dependent variables. FS.

Edney, C. W. and Randolph T. Barker. "Conflict and Conflict Resolution: A Bibliography," 1975, 45 p., ERIC ED 111 033.

Reviews the role of communication in conflict and conflict resolution in regard to five categories: intrapersonal and interpersonal conflict, group and societal conflict, organizational conflict, political and international conflict, and theoretical bases of conflict. P/D.

Engwall, Lars. "Response Time of Organizations," *Management Studies*, Vol. 13, No. 1, Feb., 1976 pp. 1-15.

Examines the relationship between size of an organization and time needed to handle a request for information. The study entailed sending requests to 148 Stockholm printing companies of various sizes for a bid, followed by questionnaire aimed at organizational variables affecting response time. FS.

Erez, Miriam. "Feedback: A Necessary Condition for the Goal Setting-Performance Relationship," University of Maryland, Department of Psychology, College Park, MD, May 1976, 16 p. Contract N00014-75-C-0884.

Focuses on the importance of feedback using an individual X environment model. Compliments Locke's work on feedback as an important type of interaction especially for self-set goal situations. The author's research supports the hypothesis that feedback and goals would be interactively related to performance. Relationship between goals and performance was significantly higher in the feedback condition. LS.

Everly, George S. and Raymond L. Falcione. "Perceived Dimensions of Job Satisfaction for Staff Registered Nurses," *Nursing Research*, Vol. 25, No. 5, Sept.-Oct. 1976, pp. 346-350.

Results indicate that the traditional intrinsic/extrinsic dichotomy, which exists in elements of job satisfaction, do not necessarily apply to staff registered nurses. Four independent dimensions emerged with "relationship orientation" accounting for nearly 24 percent of the total variance. FS.

Feild, Hubert and Calvin B. Ridenhour. "Presentation of Positive and Negative Policy Changes: What Effects on Members' Satisfaction with Their Organization?" *Personnel Psychology*, Vol. 28, No. 4, Winter 1975, pp. 525-532.

The data from this study indicated that a negative policy change exerted a more pronounced influence on organizational members' satisfaction in terms of the order of presentation of policy changes. The authors contend that negative information should be presented first followed by positive or favorable changes, i.e. a recency effect. FS.

Foy, Nancy and Herman Gadon. "Worker Participation: Contrasts in Three Countries," *Harvard Business Review*, Vol. 54, No. 3, pp. 71-83.

This comprehensive study explores how management in Sweden, Great Britain, and the United States will be giving workers greater involvement in decision-making. Yet, because local conditions vary, the movement's expression changes from country to country. Sweden conceives of it as classless cooperation, Britain as a new labor intrusion, and the United States as a derivative of theory. P/D.

Franklin, Jerome L. and Gregory J. Spencer. "Organizational Functioning Concepts Training: A Manual for Navy Human Resource Management Specialists," Michigan University, Ann Arbor, Institute for Social Research, Dec. 1974, 121 p. ERIC ED 110 700.

Provides reader with a basic knowledge of the way work is accomplished in organizations and with some basic tools useful for learning and teaching these concepts. Introduces concepts of the general nature of organizations and groups: the importance of control, roles, authority

and power, supervisory leadership, command climate, and peer leadership. Covers the major social-psychological aspect of organizational functioning as measured by Navy Human Resource Management Survey. A 20-item annotated bibliography and items and indexes used in the survey are appended. FS.

Freeman, Thomas J. "Leadership Models," 1975, 22 p. ERIC ED 116 270.

Discusses six different models of organizational structure and leadership, including the scalar chain or pyramid model, the continuum model, the grid model, the linking pin model, the contingency model, and the circle or democratic model. P/D.

———, "The Democratic System of Leadership." 1975, 14 p. ERIC ED 116 271.

Reviews the definition of democratic leadership and maintains that it is difficult to categorically characterize a style as democratic. The author discusses leadership in conjunction with delegation and decentralization. The decentralization of leadership increases opportunity for development of leaders; it does not preclude centralization of goal-setting, funding, and policy setting. P/D.

Frey, Don C. "Suggestions Concerning a Job Description and Related Simplified Strategic Work Program for the Position of Manpower Planner," American Association for Comprehensive Health Planning, Alexandria, VA, March 1974, 8 p.

Suggests the types of abilities, characteristics, and education that health manpower planners should have. Discusses the importance of verbal ability, the preference for activities involving the esteem of others, and the ability to relate to other people. Includes suggested academic training and duties that could be in such job descriptions. P/D.

Fry, John P., William H. Melching, and Susan M. Larson. "Management by Objectives Workshop (Student Manual)," Human Resources Research Organization, Alexandria, VA, March 1975, 84 p. Report No. HUMRRO-RPWD (TX)-75-2 Government Contract DAHC 19-73-C-0004.

Contains instructional material which enables Army leaders: 1) to acquire the basic concepts and procedures of Management by Objectives (MBO), and 2) to train immediate subordinates in the use of MBO. Included are simulated problem situations which enable students to practice MBO concepts and procedures as behavioral skills. P/D.

Fuller, Theodore E. and Francis C. Turner. "A Case Study of Local Needs for Information on Industrial Development. Extension Studies 55," Pennsylvania State University, University Park, Cooperative Extension Service, April 1975, 27 p. ERIC ED 115 435.

In order to identify some basic types of information concerning industrial development which might be useful to decision-makers at the local

level, an opinion survey was conducted in five bordering nonmetropolitan Pennsylvania counties. Major findings indicated that 1) industrial development groups had the most interest in securing information, 2) banks were very uninterested in industrial development, 3) county commissioners and borough officials were fairly interested, 4) many township officials were not interested in industrial development, and 5) boroughs and townships were most interested in outside and interlocal cooperation and needs assessments. FS.

Gallagher, William. "Motivation Theory and Job Design," *Journal of Business*, Vol. 29, 1976, pp. 358-373.

The basic motivational assumptions behind job design, job enlargement, and job enrichment are investigated. The author feels that these programs will succeed only under certain conditions, which need to be specified. T/C.

Gauthier, William J. Jr. "The Relationship of Organizational Structure, Leader Behavior of the Principal and Personality Orientation of the Principal to School Management Climate," paper presented at the Annual Meeting of the American Educational Research Association, April 1975, 47 p. ERIC ED 112 498.

Disputes the claim that the organizational component of Individually Guided Education (IGE) offers a more facilitative administration than other administrative arrangements. Reveals diminished leadership on the part of the principal and lack of assumption of leadership roles by other staff members. FS.

Gavin, James E. and William S. Maynard. "Perceptions of Corporate Social Responsibility," *Personnel Psychology*, Vol. 28, No. 3, Autumn 1975, pp. 377-387.

This investigation found that the satisfactions which the modern work force derive from the job may be influenced by the degree to which the organization fulfills its societal "obligations." In general, employees who viewed an organization as "fair" in its handling of societal issues also perceived it as being equitable in its employee reward system. FS.

Gavin, James E. and John G. Howe. "Psychological Climate: Some Theoretical and Empirical Considerations," *Behavioral Science*, July 1975, Vol. 20, No. 4, pp. 228-240.

The psychological climate of an organization is distinct from the organizational climate. It is affected by setting and the employees' echelon in the organization. It directly covaries with satisfaction and motivation. T/C.

Glaser, Edward M., Carroll F. Izard, and Mary Chenery. "Improvement in the Quality of Worklife and Productivity: A Joint Venture Between Management and Employees," Human Interaction Research Institute, Los Angeles, CA, July 1976, 168 p. Grant DL-92-06-72-27.

Describes a research project conducted by the Human Interaction Research Institute to assess the relationship between Quality of Work-life (QWL), productivity, and job satisfaction. Findings and recommendations on how management and employees can improve organizational effectiveness are presented. Report also describes developmental events, prevailing conditions, consulting interventions, and outcomes. FS.

Goddu, Roland. "Organization Patterns and Decision-Making Patterns in Teacher Corps Project," New England Program in Teacher Education, Durham, NH, July 1975, 24 p. ERIC ED 111 783.

Presents a guide to organization and decision-making patterns in a teacher corps project in the form of a workbook. Discusses the need to 1) identify persons involved in decisions, 2) identify how those persons make decisions, and 3) identify if, when, and how a decision is made. Contains appendix including definitions of the community coordinator role. P/D.

Goodman, Paul S. and Brian E. Moore. "Factors Affecting Acquisition of Beliefs about a New Reward System," *Human Relations*, Vol. 29, No. 6, 1976, pp. 571-588.

Observation, interviews, questionnaires, and company records were used to test shifts in attitude before and after a Scanlon Plan was introduced in a small manufacturing plant. Communication was described as an intervening variable. FS.

Goodman, Roger J. "Change and the Public Personnel Manager," *Public Personnel Management*, Vol. 5, 1976, pp. 103-107.

Moderation is described in terms of an "adaptive-coping" cycle and six stages of change are analyzed. Eleven recommendations for facilitating changes are made. T/C.

Green, Stephen G. and Delbert M. Beneker. "Leader Behavior: Autonomous or Interactive," Washington University, Seattle, Department of Psychology, Dec. 1974, 20 p. Contracts N00014-67-A-0103-0013, N00014-67-A-0103-0012, Report No. TR-74-62.

Presents research based on Fiedler's (1972) hypothesis that relationship-motivated (high LPC) and task-motivated (low LPC) persons differ in their responses to positive or negative leadership situations. LS.

Hall, Kevin R. and Eric Ritchie. "A Study of Communication Behavior in an R&D Laboratory," *R&D Management*, June 1975, Vol. 5, No. 3, pp. 243-245.

The main factors influencing communication flow are identified. Basic human characteristics are discussed as they affect communication and performance. P/D.

Hall, William K. "Why Risk Analysis Isn't Working," *Long Range Planning*, Vol. 8, No. 6, Dec. 1975, pp. 25-29.

Some managers and researchers have respect for the management tool of risk analysis. Hall does not; he holds that managers will stop trying to formally analyze risks. Instead, they will devise more effective ways to live with the "results" of those risks as they occur. People do not fit into computers. P/D.

Harari, Ebud and Yoram Zeira. "Limitations and Prospects of Planned Change in Multinational Corporations," *Human Relations*, Vol. 29, No. 7, 1976, pp. 659-676.

A survey of top managers in multinational corporations revealed that managers are unfamiliar with the intricacies of planned change and are skeptical of the prospects for its success. FS.

Harcleroad, Fred F. *et al.* "Institutional Efficiency in State Systems of Public Higher Education. Report Series, 1975-76, No. 1," Nov. 1975, 53 p. ERIC ED 119 567.

Deals with the question of whether state regulating type agencies for higher education have measurable effects on the educational institution's efficiency or effectiveness. Maintains that there is a need to develop levels of decision-making and distribution of authority. T/C.

Harrell, Adrian. "Organizational Goals and the Decision-Making of Air Force Staff Officers: A Behavioral Experiment," Air Force Institute of Technology, Wright-Patterson Air Force Base, OH, April 1975, 296 p. AFIT-C1-76-40.

Reviews and discusses the relevant literature and research methodology related to studies of the perceptual and cognitive difficulties in the decision-making environment. Concludes with a research report done on human judgementt i an Air Force context. FS.

Hazer, John T. "Job Satisfaction: A Possible Integration of Two Theories," *Training and Development Journal*, Vol. 30, No. 7, July 1976, pp. 12-14.

Briefly summarizes Herzberg's two-factors theory of motivation and traditional theory. Cites research supporting both sides, and offers a possible solution to the dilemma—Herzberg's theory deals only with extreme cases of job satisfaction and dissatisfaction, while the traditional view deals only with the moderate range. Therefore the two theories may be integrated on a continuum. T/C.

Heaton, C. P. Ed. "Management by Objectives in Higher Education: Theory, Cases, and Implementation." 1975, 114 p. ERIC ED 115 138.

Describes the general theory of Management by Objectives. Maintains that MBO can be used by institutions of higher education for assisting in more effective management. Difficulties associated with MBO and ways educators can meet these difficulties are discussed. T/C.

Herbert, Anders. "Factors in the Perception of Work Difficulty," *Reports from the Institute of Applied Psychology*, University of Stockholm, 1974, No. 53.

Three major factors of work difficulty were determined via extensive interviewing. They were a) effort required for the work, b) uncertainty as to one's own ability, and c) activity calling for judgment of alternative courses of action and their consequences. FS.

———, "Measurement of Perceived Work Difficulty," *Report from the Institute of Applied Psychology*, University of Stockholm, 1974, No. 52, 11 p.

More difficult tasks seem preferred by workers. A strong relationship exists between uncertainty of outcome and perceived difficulty. FS.

Herzberg, Frederick and Alex Zautra. "Orthodox Job Enrichment, Measuring True Quality in Job Satisfaction," *Personnel*, Vol. 53, No. 5, Sept.-Oct. 1976, pp. 54-67.

The authors state the necessity for continued research focusing on the meaning of work attitudes rather than continued attempts at simple attitude measurement. The proper focus of behavioral scientists should be to develop programs (not artificial measures) that provide a link between individual satisfactions and productivity on the job. P/D.

Hinton, Bernard and Jeffrey Barrow. "Personality Correlates of the Reinforcement Propensities of Leaders," *Personnel Psychology*, Vol. 29, No. 1, Spring 76, pp. 61-66.

The findings of this study indicate that it is possible to identify personality characteristics associated with different styles of supervisory reinforcing practices. The implications of the results of this study to behavioral modification programs in industry are substantial. The authors caution, however, that generalizations from this laboratory simulation study to a real world situation must be made with awareness of the inherent limitations. LS.

Hollingsworth, Thomas A. and Jane W. Hass. "Structural Planning in Organizational Development: An Often Neglected Aspect," *Personnel Journal*, Vol. 54, No. 1, pp. 613-615.

The authors contend that too often physical change is introduced within an organization without considering its effect on human needs. Structural change must be implemented in light of worker needs for 1) shelter and security, 2) social contact, 3) symbolic identification, 4) task instrumentality, 5) pleasure, and 6) growth. T/C.

Hollmann, Robert W. "Supportive Organizational Climate and Managerial Assessment of MBO Effectiveness," *Academy of Management Review*, Vol. 19, No. 4, 1976, pp. 560-576.

A survey of 11 managers in a utility firm showed significant positive relationships between supportiveness of organizational climate

in manager's work groups and their assessments of MBO effectiveness. FS.

Honeywill, Thomas W. "Participative Decision-Making: An Investigation of Its Effectiveness in the Program Management Office," Defense Systems Management School, Fort Belvoir, VA, May 1976, 41 p.

Discusses participative decision-making as an effective strategy for Army Program Management Offices (PMO) to improve job performance and employee attitudes. Suggests that PMO is characterized by uncertainty, complexity, and changing technology and that staff members have moderate to high need for independence. Such characteristics make participative management an effective tool for consideration. FS.

Hulin, Charles and Andres Inn. "The Perceived Structure of Organizations," Illinois University at Urbana-Champaign, Department of Psychology, April 1976, 107 p., Report No. TR-76-1, Government Contract No. 014-75-C-0904.

Perceived judgments of organization members revealed three dimensions not necessarily consistent with objective dimensions of organizations. The dimensions are: 1) management-worker dichotomy, 2) management hierarchy, and 3) proximity to production. T/C.

Jain, Nemi C. "Communication Correlates of Opinion Leadership of Professionals in a Research Dissemination Organization, 1976, 12 p., paper presented at the Annual Meeting of the Central States Speech Association ERIC ED 120 833.

The relationship between opinion leadership and several characteristics of professionals performing linking roles was examined. The opinion leadership was found to be positively related to the professional linker's degree of information seeking. FS.

Jones, Allan P., *et al.* "Phychological Climate: Dimensions and Relationships," Texas Christian University, Fort Worth, TX, Institute of Behavioral Research, Dec. 1975, 72 p. Contract N00014-72-A-0179-0001, Report No. IBR-75-3.

Reports results of an investigation of conceptual bounds and dimensions underlying organizational climate. Research based on responses regarding perceived work environment by over 4,000 Naval enlisted men and compared with two other nonmilitary work groups. Suggests implications for a proposed model of organizational functioning. FS.

Kanungo, Rabindra, N., Sasi B. Misra, and Iswar Dayal. "Relationship of Job Involvement to Perceived Importance and Satisfaction of Employee Needs," *International Review of Applied Psychology*, Vol. 24, No. 1, April 1975, pp. 49-59.

Employee's job involvement influences his or her evaluation of job and it's importance. Involvement does not influence job satisfaction

or level of need (Maslow). Questions one of the assumptions of Maslow's model. FS.

Kearney, William J. "The Value of Behaviorally Based Performance Appraisals," *Business Horizons*, Vol. 19, No. 3, June 1976, pp. 75-83.

A performance appraisal instrument based on behavior not only provides a gauge by which an employee's work can be judged, it also presents guidelines for improving worker effectiveness. Such an appraisal emphasizes developmental goals, is job specific, identifies observable and measureable behavior, and differentiates between behavior, performance, and results. P/D.

King, Dennis C. "Packages for Progress: Team Goal-Setting Techniques," *Personnel Journal*, Vol. 54, No. 12, pp. 606-608.

Proposes a new approach to goal-setting involving four interdependent areas of concentration: 1) Prime task—"What are we here for?" 2) Goal Areas—"What's important?" 3) Measures—"How to identify useful ones and 4) Action Plans—"How do we get there." A detailed description of implementation steps is provided within the context of this article. P/D.

Koch, James L. and Richard M. Steers. "Job Attachment, Satisfaction, and Turnover Among Public Sector Employees," Oregon University, Eugene, OR, Department of Management, March 1976, 19 p. Contract N00014-76-C-0164.

Compares the predictive power of job attachment vs. job satisfaction to forecast turnover among a group of public employees. Research demonstrated that job attachment was a more reliable predictor than job satisfaction. Concludes that individual employee characteristics were related more strongly to attachment than were job characteristics. FS.

Kramarsky, David. "Management Learns to Assert Itself," *Administrative Management*, Vol. 37, No. 3, March 1976.

Stresses that assertiveness training is a listening technique as well as a communication skill. Results of assertiveness training within organizations indicate that the training increases productivity and calculated risk-taking. Use of role-playing in assertiveness training is discussed. P/D.

Kuriloff, Arthur H. and Dale Yoder. "Communication Task Analysis. Training Manual IV," California State University, Los Angeles, Oct. 1975, 82 p. Government Contract No. N00014-74-A-0436-0001.

Reviews problems of communication within an organization that can hinder effectiveness and gives suggestions for improving the quality of intraorganization communication. Examines problems in listening and writing. Devotes a chapter to active listening techniques. P/D.

———, "Teamwork in Task Anlaysis. Training Manual V," California State University, Los Angeles, Nov. 1975, 44 p. Government Contract No. 0014-74-A-0436-0001.

Provides guidelines for effective teamwork and work-team maintenance and development. Presented in manual form, the text describes methods used for "intervention," a tool used to diagnose problems which develop in work teams. P/D.

Lahiff, James M. "Motivators, Hygiene Factors, and Empathic Communication," *The Journal of Business Communication*, Vol. 13, No. 3, 1976, pp. 15-24.

Communication content is considered the basis for empathy as this study investigated the relationship between empathy and occupation. Three occupational groups were used as subjects. FS.

Lansbury, Russell. "Work Attitudes and Career Orientations Among Management Specialists," *Management Studies*, Vol. 13, No. 1, Feb. 1976, pp. 32-48.

Studies employee satisfaction and career orientations, of British management service employees by utilizing job categories and age as factors influencing significantly different attitudes. Suggests interdisliplinary approach to management problems. FS.

Lazarsfeld, Paul F. and Ann K. Pasanella. "Utilization of Research," Columbia University, NY, Bureau of Applied Social Research, April 1973, Report No. AD-760 055, Government Contract No. N00014-67-A-0108-0006, N00014-67-A-0108-0034.

Examines the process of decision making by public and private institutions. This project was intended to develop a theory of knowledge application. Reviews existing literature in decision making. T/C.

Likert, Rensis, "Improving Cost Performance with Cross-Functional Teams," *Management Review*, Vol. 65, No. 3, March 1976, pp. 36-42.

When a firm tries to implement a program of cost reduction, the usual result is loss of productivity. The author postulates that one way to avoid this loss is to adopt a style of management that limits departmentalization and specialization. P/D.

Lischeron, Joe and Toby D. Wall. "Attitudes Toward Participation Among Local Authority Employees," *Human Relations*, Aug. 1975, Vol. 28, No. 6, pp. 499-517.

While blue-collar workers experienced little participation, they expressed strong desires to be involved in decision-making. In middle management decisions, personal contact with management was most desired. In top management decisions, employee presentation was desired. Attitudes toward participation were positively related to job satisfaction. FS.

Lobb, M. Delbert, *et al.* "The School Administrator: A Relational Leader of Communication. An Occasional Paper." CFK, Ltd., Denver, CO, 1974, 49 p. ERIC ED 105 604.

Focuses on improving the schools by improving the leadership behavior of school administrators. The concept of leadership as humanistically oriented, affectively concerned, and relational and caring, places emphasis on the individual self as a vital part of the curriculum. The concepts of the school administrator as a relational leader of communities warrants continued attention. P/D.

Mack, Harold. "Some Lessons in Motivation," *Supervisory Management*, Vol. 21, No. 8, Aug. 1976, pp. 2-8.

Motivation should be viewed as an individual thing, and factors behind it vary as do people. Discussion centers on the phenomena illustrating various factors such as: crisis motivation (goal clarity, personal responsibility, sense of urgency); entrepreneurship (potential for high rewards, control and decision-making independence); and psychological contract (agreement between superior and subordinate). P/D.

Mai-Dalton, Renate. "The Influence of Training and Position Power on Leader Behavior," Washington University, Seattle, Department of Psychology, Nov. 1975, 46 p. Contract N00014-67-A-0012, Grant DAHC 19-73-G-0005, Report No. TR-75-72.

Based on Fiedler's scale of Least-Preferred Coworker (LPC), this study reports research on how the behavior of leaders who are either relationship-, independence-, or task-motivated is affected by training in situations with high and low position power. LS.

Mannheim, Bilha. "A Comparative Study of Work Centrality, Job Rewards, and Satisfaction: Occupational Groups in Israel," *Sociology of Work and Occupations*, Vol. 2, No. 1, Feb. 1975, pp. 79-102.

Describes a concept of work centrality and after devising its measurement, finds it related to intrinsic, material, social, and hygiene rewards. The strongest relation was with intrinsic rewards. FS.

Martin, Haywood H. "How We Shall Overcome Resistance," *Training and Development Journal*, Oct. 1975, Vol. 29, No. 9, pp. 32-34.

If workers perceive freedom of choice, resistance to implementation of an organizational change should be small. P/D.

Mattox, William R. "Management by Objectives and the New Officer Efficiency Report: A Valid Concept for the Army Reserve," Army War College Carlisle Barracks, PA, Dec. 2, 1975, Contract AD-A024 044/OGA.

Examines the Army's latest effort in executive appraisal. Examines management by objectives and its relation to extensive on-going communication between rater and rated officer. Includes a selected review of the literature. T/C.

McAdam, Jim. "Behavior Modification: A Human Resource Management Technology." *Management Review*, Vol, 64, No. 10, Oct. 1975, pp. 24-30.

The techniques of Skinner's conditioning are now being applied in organizational communication. The author discusses how Behavior Modification is currently being utilized and its potential for the future. P/D.

McLaughlin, Margaret and Richard Cheathan. "Effects of Communication Isolation on Job Satisfaction of Bank Tellers," paper presented at SCA Conference and Post-Doctoral Program on Organizational Communication, San Marcos, TX, Feb. 1976.

Deals with the impact of a work environment which allows little or no face-to-face communication with supervisors, coworkers or subordinates. Bank tellers were administered the JDI and Jacobson-Seashore Personal Contact Checklist. Results support hypotheses that state outside bank tellers differ significantly from inside tellers in perceived communication contacts and that outside bank tellers differ significantly from inside tellers in expressed attitude toward pay, promotion, policy, supervision, work, and coworkers. FS.

McLean, Sandi. ed. "Challenges of the Presidency," 1975, 23 p., paper presented at the Biennial Summer Council of the American Association of State Colleges and Universities. ERIC ED 115 143.

These four papers discuss the forces and circumstances that affect the college president's leadership. External forces such as population and government as well as internal factors such as pressure from faculty and students are looked at. T/C.

Merriman, Howard O. "What do the Chickens Say Today?" Paper presented at the Annual Meeting of the American Education Research Association, Washington, DC, March 1975, 8 p. ERIC ED 105 595.

The Division H vice-president of the American Educational Research Association discusses organizational changes in the division. Division H concentrates on evaluation and development. Recommendations deal with governance, publications, credibility, credentialing, ethics, leadership, and membership. P/D.

Miner, John B. "Student Attitudes Towards Bureaucratic Role Prescriptions and Prospects for Managerial Talent Shortages," *Personnel Psychology*, Winter 1974, Vol. 27, No. 4, pp. 605-613.

Over the last 15 years a general decline appears in management students' favorable attitudes towards overall management role, toward authority and toward assuming a masculine role. No change has occurred for attitude toward a differentiated role and for power motivation. FS.

Minnich, Stephen D. "The Planned Implementation of Mutual Agreement Programming in a Correctional System," American Correctional Association, College Park, MD, Feb. 1976, 85 p., Resource Document 9 DLMA-92-24-72-37.

Describes role changes in parole boards and inmates in terms of the "MAP" process. Provides examples of the "MAP" policy. Includes implications for personnel administration and counseling. P/D.

Miskel, Cecil. "Simple Linear and Curvilinear Relationships of Leader Style and School Climate to Principal Effectiveness," paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC, March 1975, ERIC ED 105 597.

Hypothesized that work motivation, attitudes, behavior, and perceptions of others—as leader style concepts—and school climate—as a situational construct—are linearly, and curvilinearly related to subordinate, superordinate, self, and organizational effectiveness criteria. Fifty-two significant relationships were found to partially support the hypothesis. The behavior dimensions, two work attitude factors, and situational variables were the best predictors across the effectiveness types. FS.

——— and Donald E. Wilson. "Goal Setting Behavior and Shift: Two Studies of Educators' Risk Propensity," paper presented at the Annual Meeting of the American Educational Research Association, April 1976, 15 p. ERIC ED 120 934.

No support was found for the hypothesis that educators' risk propensity increases after group discussion or the hypothesis that administrators with great risk propensity will develop more innovative job targets in a management by objectives program. FS.

Mitchell, Terence R. and Lee R. Beach. "Expectancy Theory, Decision Theory and Occupational Preference and Choice," Washington University, Seattle, Department of Psychology, Dec. 1975, 46 p. Contracts N00014-67-A-0103-0032, N00014-76-C-0193, Report No. TR-75-75.

The authors support both the Expectancy Theory and Decision Theory as approaches to occupational selection that can provide practical insights for occupational guidance and counseling. T/C.

———, James R. Larson, Jr., and Stephen G. Green. "Leader Behavior, Situational Moderators, and Group Performance: An Attributional Analysis," Washington University, Seattle, Department of Psychology, Dec. 1975, 29 p. Contract N00014-67-A-0103-0032, Report No. TR-75-76.

The authors have hypothesized that perceptions of good group performance could positively affect leader behavior scores. Three studies were conducted using the Leader Behavior Description Questionnaire (Stogdill, 1963) and the Situational Favorableness Survey (Fiedler, 1967), and were discussed with implications for further research. LS.

Mullen, David J. "Evaluation: A Win-Win Way Through MBO," *The Georgia Principal*, Vol. 12, No. 2, pp. 4-17, Winter 1976, ERIC ED 120 964.

Discusses how management by objectives (MBO) can aid schools in clarifying the purposes of education. Includes a plan for implementing MBO and examples of objectives and evaluation methods. P/D.

Muller, David G. "A Model for Human Resources Development," *Personnel Journal*, Vol. 55, No. 5, pp. 238-243.

This article answers two questions: 1) Why should a given company invest in the development of human resources? and 2) How is it accomplished? A specific model is presented in detail as a vehicle to facilitate discussion of human resources development issues with line management. P/D.

Nealey, Stanley M. "Organizational Influence: Interpersonal Power in Military Organizations," Battelle Human Affairs Research Centers, Seattle, WA, March 1976, 31 p. Contracts N00014-73-C-0259, N00014-67-A-0299.

Discusses results of a four-year study of leadership and interpersonal influence based on research conducted in the four U.S. military services. One of the major conclusions of the study is that enlisted men report that their superiors base their leadership power on rank, authority, threats, and punishment although the enlisted men favor greater use of leadership power based on knowledge, experience, and mutual trust and respect. The enlisted men also reported that they could perform better and have higher morale with a leadership climate similar to the human relations orientation. While officers are aware of this, the author recommends further research on why officer leadership attitudes and actual leadership behavior continue to differ. FS.

Newstrom, J. W. *et al.* "Motivating the Public Employee: Fact vs. Fiction." *Public Personnel Management*, Vol. 5, 1976, pp. 67-70.

The motivations of government and business employees are investigated in terms of the work by Porter, Lawler, and Maslow, and the results for the different types of organizations are compared. FS.

Newton, Fred B. "Development of Student Leadership on Campus," paper presented at the Annual Convention of the American College Personnel Association, Atlanta, GA, March 1975, 18 p. ERIC ED 108 023.

Discusses the development of a leadership training model based on five propositions for effective training. Including objectives and activities for implementation, five modules of the model are presented. These include preliminary analysis and planning, team building, understanding and use of group dynamics, skills for decision making and task accomplishment, and evaluation and follow up. P/D.

Nickerson, R. S. and C. E. Feehrer. "Decision Making and Training: A Review of Theoretical and Empirical Studies of Decision Making and Their Implications for the Training of Decision Makers." Naval Training Equipment Center, Orlando, FL, Aug. 1975, 227 p. ERIC ED 111 437.

Review is organized in terms of information gathering, data evaluation, problem structuring, hypothesis generation, hypothesis evaluation, preference specification, action selection, and decision evaluation. It is concluded that decision-making is not sufficiently well understood to permit the design of an effective general-purpose training system, but that systems and programs could be developed for training in specific decision-making skills. P/D.

Norten, Steven D. "Employee-Centered Management, Participation in Decision-Making and Satisfaction with Work Itself," *Psychological Reports*, April 1976, Vol. 38, No. 2, pp. 391-398.

Work satisfaction is correlated with employee-centered management and participation among male corporate managers. FS.

Oates, David. "Managers and the Need for Power," *Management Review*, Vol. 64, No. 12, Dec. 1975, pp. 35-38.

An interview with David C. McClelland which probes the need for power as the driving force in successful managers. McClelland discusses the work of McGregor, Maslow, Likert, Argysis, etc., and suggests that a second generation of behavioral scientists will prove today's widely held views on motivation as incorrect. P/D.

Oldham, Greg R. "Job Characteristics and Internal Motivation: The Moderating Effect of Interpersonal and Individual Variables," *Human Relations*, Vol. 29, No. 6, 1976, pp. 559-570.

Examines the relationships between internal work motivation and job performance in terms of the moderating effects of individual growth needs, coworker satisfaction, supervisory satisfaction, and several job characteristics. The results indicate positive relationships between the measure of internal motivation and employees' rated work quality, quantity, and effort. FS.

Olmstead, Joseph A. "Managing the Context of Work." Report No. HUMRRO-PP1-75, Feb. 1975, 16 p. ERIC ED 110 686.

An organization is a situational context which channels the attitudes, activities, and motivations of those within the organization. Many problems that interfere with the organization's effectiveness are due to managers failing to provide work conditions that are conducive to effective performance. T/C.

Olsen, Leif O. and Addison C. Bennett. "Performance Appraisal: Management Technique or Social Process?" Part I, Management Technique. *Management Review*, Vol. 64, No. 12, Dec. 1975, p. 18-23.

The authors contend that problems arise when employee appraisals are viewed as a management technique rather than a social process. The performance appraisal should be viewed as a relationship between two people for the purpose of accomplishing objectives. T/C.

———, "Performance Appraisal: Management Technique or Social Process? Part II. Social Process," *Management Review*, Vol. 65, No. 1, Jan. 1976, pp. 22-28.

The author suggests that managers must realize that the social processes within an organization are extensions of those outside. Today's manager must fulfill a role that requires a high degree of sensitivity to the needs of employees. T/C.

O'Reilly, Charles A. and Karlene H. Roberts. "Individual Differences in Personality, Position in the Organization, and Job Satisfaction," *Organizational Behavior and Human Performance*, Aug. 1975, Vol. 14, No. 1, pp. 144-150.

Structural characteristics are more directly linked to job attitudes than personality traits. Individual, work related traits affect job satisfaction only insofar as they may predict attainment of position. FS.

O'Reilly, Charles A. "The Intentional Distortion of Information in Organizational Communication: A Laboratory and Field Investigation," University of California at Berkeley, Institute of Industrial Relations, Dec. 1975, 44 p. Contract No. N00014-69-A-0200-1054.

This is a comprehensive study of information distortion in upward, lateral, and downward communication within organizations. Laboratory studies using the variable of trust and perceived influence of the receiver over the sender were followed up by field research to establish external validity of the lab studies and to determine relevance to job satisfaction and performance. Discusses implications of the results for decision-making and presents a model of the antecedents and consequences of information distortion. LS-FS.

Pekar, Peter P., Jr. and Elmer H. Burack. "Management Control of Strategic Plans Through Adaptive Techniques," *Academy of Management Journal*, Vol. 19, No. 1, 1976, pp. 79-89.

Project Planning Continuum (PPC) is proposed as a new management tool that allows managers to audit a proposed project plan in terms of the uncertainty and complexity surrounding major activities. Information flow is one of the major elements. P/D.

Pennings, Johannes M. "Coordination and Organizational Effectiveness: A Canonical Analysis," Carnegie-Mellon University, Pittsburgh, PA, May 1976, 30 p. Contract No. N00014-75-C-0973.

Using canonical correlation analysis of six coordination variables and seven effectiveness variables, this report concludes that the frequency of meetings, degree of participation in decision-making, and group effort are important factors in organizational effectiveness. Data was obtained from brokerage offices. FS.

Peterson, Richard. "Swedish Experiments in Job Reform," *Business Horizons*, Vol. 19, No. 3, June 1976, pp. 13-22.

The author, reporting efforts of Swedish experiments with job reform, Hopes that lessons learned there can serve as models for current American efforts to improve the work environment. He emphasizes that organizational change is more complex than commonly believed. FS.

———. "The Interaction of Technological Process and Perceived Organizational Climate in Norwegian Firms," *Academy of Management Journal*, June 1975, Vol. 18, No. 2, pp. 288-299.

Organizational climate is perceived as more open in small batch and process technologies than in mass assemblies. FS.

Petty, M. M. and Robert H. Miles. "Leader Sex-Role Stereotyping in a Female-Dominated Work Culture," *Personnel Psychology*, Vol. 29, No. 3, Autumn 1976, pp. 393-404.

The authors surveyed the literature pertinent to the testing of five research hypotheses. The results of their study provided some support for the belief that sex-role stereotypes, defined as widely shared differential sex-based role expectations, exist for the role of leadership and that these stereotypes are shared by subordinates of both sexes. FS.

——— and Gordon K. Lee. "Moderating Effects of Sex of Supervisor and Subordinate on Relationships Between Supervisory Behavior and Subordinate Satisfaction," *Journal of Applied Psychology*, Oct. 1975. Vol. 60, No. 5, pp. 624-628.

Supervisor consideration is positively correlated with subordinate satisfaction. Initiating structure is uncorrelated with satisfaction. FS.

Pilla, Barbara A. "Two Perspectives on Leadership," *Personnel Journal*, Vol. 55, No. 6, p. 304-306.

Concludes that leadership is at best an ambiguous concept. By reviewing 46 training manuals from various industries, the author suggests that neither the academic community nor the business world agrees on the concept of leadership. This article also contains a brief review of different approaches to the study of leadership in the business and academic fields. FS.

Porter, Lyman W., William J. Crampton, and Frank J. Smith. "Organizational Commitment and Managerial Turnover: A Longitudinal Study," *Organizational Behavior and Human Performance*, Vol. 15, 1975, pp. 87-98.

Commitments to organizational goals and to exerting a high level of effort were found to differ in manager trainees leaving an organization voluntarily and trainees who remained with the organization. Those employees who left during the 15 month study period indicated a definite decline in commitment prior to termination. FS.

Pospisil, Vivian C. "R for Employee Apathy: A Dose of Future Shock," *Industry Week*, Vol. 188, No. 10, March 10, 1976, pp. 34-36.

A plant manager at Ohio Bell used scare tactics to make employees see things as he did. Disturbed about low levels of job satisfaction and productivity, he produced a TV news special titled, "What Killed the Bell System?" P/D.

Posner, Barry Z. "Sustaining Healthy Organizations in Unhealthy Economic Times," *Management Review*, Vol. 65, No. 3, March 1976, pp. 11-17.

Behavioral science research suggests 8 ways for improving the morale, responsiveness, and productivity of workers in unhealthy economic times. These elements include getting people involved, keeping channels of communication clear, building responsibility and feedback, team-building, and others. P/D.

Powell, Larry. "Employee Attitudes in a Dispersed Organization," *Journal of Applied Communications Research*, April 1976, pp. 9-18.

Job satisfaction, motivation, alienation, and role ambiguity are considered. The study was conducted with 70 employees of a municipal fire department on a work shift rotation. Significant negative correlations were found between alienation and coordination; and significant positive correlation was found between satisfaction and motivation. T/C.

Proske, Allan and Charles LaBelle. "Human Resources Matrixing Builds Motivation Through Control," *Administrative Management*, Vol. 40, No. 1, Jan. 1976.

Discusses use of human resources matrixing (HRM) in personnel development. Sets proficiency levels for all employees and sets criteria for new employees. Authors found HRM reduces loss of individuals through job dissatisfaction or lack of sufficient communication. P/D.

Quinn, Robert P. and Linda J. Shepard. "The 1972-73 Quality of Employment Survey. Descriptive Statistics With Comparison Data from the 1969-70 Survey of Working Conditions," Michigan University, Ann Arbor Institute for Social Research, 1974, 327 p. ERIC ED 117 414.

Statistics include the following areas: supervision and interpersonal relations, content of work, meaning of work, wages and wage loss, job security, promotions, comparisons among labor standard problem areas, etc. The 1972-73 survey interview and an updated version of the documentary products for the 1969-70 and the 1972-73 surveys are appended. FS.

Rader, Kenneth L. "Effecting an Organizational Change Through a Modified Management by Objectives Procedure," paper presented at the Academic Administration Internship Program Workshop, New Orleans, LA, Feb. 1975, 10 p. ERIC ED 125 400.

Using a management-by-objectives format as an adminstrative leadership evaluation method can produce an organizational leadership

change. Discusses the applicability, the ease, and the possible resistances to this method. P/D.

Reimann, Bernard C. "Organizational Effectiveness and Management's Public Values: A Canonical Analysis," *Academy of Management Journal*, June 1975, Vol. 18, No. 2, pp. 224-241.

Organizational competence (executive ratings of organizational performance and executive turnover) is related to management's values regarding the firm's publics, such as customers, suppliers, employees, and government. It is not related to situational variables such as size, structure, or technology. FS.

Rettig, Jack L. and Matt M. Amano. "A Survey of ASPA Experience with Management by Objectives, Sensitivity Training, and Transactional Analysis," *Personnel Journal*, Vol. 55, No. 1, Jan. 1976, pp. 26-28.

Realizing that MBO and ST have been in use for a number of years, while TA is relatively new as an organizational communication tool, the authors compile data indicating the frequency of use and relative success of these techniques. Their results are presented and discussed in bar graph form. FS.

Scanlan, Burt K. "Determination of Job Satisfaction and Productivity," *Personnel Journal*, Vol. 55, No. 1, Jan. 1976, pp. 12-14.

This comprehensive article first investigates job satisfaction. The first determinant is the nature of supervision; the second is the kind of work in which the individual is involved. Job performance was found to be the result of the interaction of two variables: 1) ability to perform the task, and 2) amount of motivation. T/C.

Schneider, Benjamin. "Organizational Climate: Individual Preferences and Organizational Realities Revisited," *Journal of Applied Psychology*, Vol. 60, No. 4, Aug. 1975, pp. 459-465.

Climate expectations and preferences are correlated with the reality of the climate a year after the individual enters the organization. Previous research suggesting positive outcomes for new employees with realistic expectancies may be artifactual. FS.

Scholtes, Peter R. "Contracting for Change," *Training and Development Journal*, Vol. 29, No. 4, April 1975, pp. 8-12.

A series of interpersonal contracts for behavioral change within an organization are suggested as a means of insuring cooperation. P/D.

Schroeder, Roger G. and Carl R. Adams. "The Effective Use of Management Science in University Administration. Working Paper No. 9," Minnesota University, Minneapolis Graduate School of Business Administration, Dec. 1972, 24 p. ERIC ED 119 565.

Provides college administrators with a critical review of management science techniques. Presents a structure for considering analytical

projects that might be undertaken and procedures administrators can employ to ensure proper organization, planning, and control of management science efforts. P/D.

Schuler, Randall S. "Role Perceptions, Satisfaction and Performance: A Partial Reconciliation," *Journal of Applied Psychology*, Dec. 1975, Vol. 60, No. 6, pp. 683-687.

Role ambiguity has a greater negative relationship than role conflict with job satisfaction for employees at higher levels in the organization. Role conflict has a greater negative relation than role ambiguity with job satisfaction for employees at the lower levels. No findings for performance. FS.

———, "Sex, Organizational Level, and Outcome Importance: Where the Differences Are," *Personnel Psychology*, Vol. 28, No. 3, Autumn 1975, pp. 365-375.

This study analyzed the unique influence of sex, level, education, and age on the following job outcomes: opportunity to earn more money, chance for subsequent promotion, recognition of work by others, assurance that the job will not be eliminated, challenging work, opportunity to work with pleasant employees, opportunity to influence important decisions, and opportunity to direct the work of others. These eight outcomes were further classified in terms of extrinsic vs. intrinsic job rewards. FS.

———. and Logan F. Blank. "Relationships Among Types of Communication, Organizational Level, and Employee Satisfaction and Performance," *IEEE Transactions on Engineering Management*, Vol. EM-23, No. 3, Aug. 1976, pp. 124-129.

Uses a typology of organizational communication and develops measures of four types of organizational communication: 1) informative, 2) regulatory, 3) status-quo, and 4) integrative. In a study involving 350 respondents, finds that informative and integrative communication were generally more satisfying to employees than regulatory and status-quo communication; and that organizational level is a significant moderating variable between types of communication and satisfaction and performance. FS.

Schwab, Donald P. and L. L. Cummings. "A Theoretical Analysis of the Impact of Task Scope on Employee Performance," *Academy of Management Review*, Vol. 1, April 1976, pp. 23-35.

A model links task scope to employee motivation and performance and formulates a situationally specific set of predictions. It is based on expectancy theory and emphasizes individual and environmental differences. T/C.

Schwartz, Theodore M., Donald R. Moscate, and Jack H. Shapiro. "Characteristics of Organizational Climate and Managerial Job Satisfaction:

An Empirical Study," *Psychological Reports*, Aug, 1975, Vol. 37, No. 1, pp. 299-305.

Managers have a strong preference for open as opposed to closed characteristics of organizational climate. Increasing familiarity with behavioral science theories of management leads to more favorable dispositions towards them. Subjects who perceived closed characteristics in the organization desired to decrease them. FS.

Scobel, Donald N. "Doing Away with the Factory Blues," *Harvard Business Review*, Vol. 53, No. 6, Nov.-Dec. 1975, pp. 132-142.

This article focuses on experiences at the Eaton Corporation that 1) identified worker-management conflict, and 2) upgraded the morale of blue-collar workers. This case study is worth reading because it is a unique approach. The aim of Eaton Corporation was not to enrich employees' jobs but to create a responsive work climate where desires for job enrichment can arise and be fulfilled. Specific suggestions for implementing this approach are outlined. FS.

Shapiro, Jack H. "Job Motivations of Males and Females: An Empirical Study," *Psychological Reports*, Vol. 36, No. 2, April 1975, pp. 647-654.

Actual pay earned was most strongly related to job motivation for male workers while total work experience exhibited the strongest relation for females. FS.

Shearer, Richard L. and Joseph A. Steger. "Manpower Obsolescence: A New Definition and Empirical Investigation of Personal Variables," Academy of *Management Journal*, June 1975, Vol. 18, No. 2, pp. 263-275.

High achievement needs and high organizational participation are major contributors to nonobsolescence. Managerial obsolescence, as opposed to professional obsolescence, tends to depend more on experience and less on education. FS.

Sheppard, Harold L. "Task Enrichment and Wage Levels as Elements in Worker Attitudes," *Management Studies*, Vol. 13, No. 1, Feb. 1976, pp. 49-61.

Maintains that the nature of job tasks affects frequency of job satisfaction. Article suggests that the combination of task level and wages may have ramifications external to the work environment, influencing worker's attitude toward society. FS.

Siassi, Iradj, Guida Crocetti, and Herzl R. Spiro. "Emotional Health, Life and Job Satisfaction in Aging Workers," *Industrial Gerontology*, Feb. 1975, Vol. 2, No. 4, pp. 289-296.

Workers over 40 report significantly fewer psychiatric symptoms than those under 40, are more satisfied with their jobs and are no more depressed, lonely, or dissatisfied with their lives in general than younger workers. FS.

Sims, Henry P. and Andrew D. Szilagyi. "Leader Reward Behavior and Subordinate Satisfaction and Performance," *Organizational Behavior and Human Performance*, Dec. 1975, Vol. 14, No. 3, pp. 426-438.

Positive reward behavior on the part of supervisors is positively related to subordinate satisfaction. FS.

Skaar, Gordon L. "The Use of Transactional Analysis in Project Management Organizations," Naval Postgraduate School, Monterey, CA, June 1975, 67 p. Contract No. AD-A024 495/4GA.

Reviews the basic structure of bureaucracy and the problems inherent in that structure. Explores the Navy Acquisition Organization's bureaucratic framework at the program manager level with emphasis on the problem areas between the various elements. A set of guidelines is defined and summarized. Presents a tool for analyzing bureaucratic models. T/C.

Smart, John C. "Environments as Reinforcer Systems in the Study of Job Satisfaction," *Journal of Vocational Behavior*, Vol. 6, No. 3, June 1975, pp. 337-347.

Job satisfaction is served by the reinforcement value of environment. Different environments result in different weightings of various components predicting satisfaction. FS.

Smith, Frank, Karlene Roberts, and Charles Hulin. "Ten Year Job Satisfaction Trends in a Stable Organization," *Academy of Management Journal*, Vol. 19, Fall 1976, pp. 462-469.

Job satisfaction has decreased over the 10 year period, and several alternative explanations are explored. The study covered 98,000 blue- and white-collar workers in the same organization. FS.

Spector, Paul E. "Relationships of Organizational Frustration with Reported Behavioral Reactions of Employees," *Journal of Applied Psychology*, Vol. 60, No. 5, Oct. 1975, pp. 635-637.

Six factors of frustration were found in a factor analysis of responses to a questionnaire. They were: 1) aggression against others, 2) sabotage, 3) wasting of time and materials, 4) interpersonal hostility and complaining, 5) interpersonal aggression, and 6) apathy about job. FS.

Steers, Richard M. "Antecedents and Outcomes of Organizational Commitment," University of Oregon, Eugene, OR, Department of Management, March 1976, 24 p. Report No. TR-2, Contract No. N00014-76-C-0164.

Presents a model of organizational commitment based on a study of the antecedents and outcomes of employee commitment in two different groups. Major influences on commitment were derived from personal, job, and organizational characteristics as well as from the desire of individuals to remain in the organization. The results are discussed and future research suggested. FS.

———. "Effects of Need for Achievement on the Job: Performance-Job Attitude Relationship," *Journal of Applied Psychology*, Dec. 1975, Vol. 60, No. 6, pp. 678-682.

Performance is significantly related to both satisfaction and involvement for high need for achievement employees. No relationship is present for low need for achievement employees. FS.

Stevens, Lowndes F. "Recruiting and Retaining the Wisconsin Guardsman: An Organizational Communications Approach," National Guard Bureau, Jan. 1976, 38 p. Government Report No. NGB-736.

Presents a comprehensive analysis of the motivations for enlistment, gratifications obtained from serving in the National Guard, and the organizational characteristics of the Guard. Attention is on organizational context variables which influence recruiting and retention success. FS.

Stockfisch, J. A. "Analysis of Bureaucratic Behavior: The Ill-Defined Production Process," Rand Corporation, Santa Monica, CA, Jan. 1976, 18 p. Report No. P-5591.

Discusses the production process vs. the production function within the context of the public sector. Points out how information manipulation is an aspect of bureaucratic behavior. T/C.

Stone, Eugene F. "The Moderating Effect of Work-Related Values on the Job Scope—Job Satisfaction Relationship," *Organizational Behavior and Human Performance*, Vol. 15, 1976, pp. 147-167.

Based on the Hulin-Blood 1968 model, hypotheses were made concerning satisfaction with work itself (SWI) and job satisfaction (JS). Measures were also made of Protestant Ethic (PE). While a relationship was found between JS and SWI, neither PE nor any of its components changed the JS-SWI relationship. Subjects were nonmangers. FS.

Straub, Arthur, P. F. Sorensen Jr., and Richard Babcock. "Organizational Variables and the Success of MBO: A Research Note," *Management Studies*, Vol. 13, No. 1, Feb. 1976, pp. 84-86.

The study conducts as investigation to determine optimum operating conditions for MBO. Proposes that MBO can be successfully utilized by various types of organizations and need not be limited to manufacturing companies. FS.

Strelau, Jan. "Reactivity and Activity Style in Selected Occupations," *Polish Psychological Bulletin*, 1975, Vol. 64, No. 4, pp. 199-206.

Highly reactive individuals prefer auxiliary to basic activities, intermittent activities and hetergeneous activities as compared to low reactives who balance auxiliary and basic and have no preference in terms of heterogeneity and intermittency. Reactivity and productivity are not related. LS.

Sung, Yong H. "Effects of Attitude Similarity and Favorableness of Information on Bayesian Decision-Making in a Realistic Task," *Journal of Applied Psychology*, Oct. 1975, Vol. 60, No. 5, pp. 616-620.

Undergraduates assumed the role of bank-loan committee member and a) expressed greater attraction to applicants with similar attitudes and those with good credit ratings, b) displayed less conservatism under high similarity and favorable conditions, and c) approved larger loans for similar applicants. LS.

Szura, John P. and Mary E. Vermillion. "Effect of Defensiveness and Self-Actualization of a Herzberg Replication," *Journal of Vocational Behavior*, Oct. 1975, Vol. 7, No. 2, pp. 181-187.

Self-actualization is related to the attribution of satisfaction to both motivators and hygienes. External locus of control, sensitization, and low need for approval are related to the attribution of dissatisfaction to both motivators and hygienes. FS.

Tagliaferri, Louis E. "Understanding and Motivating the Changing Work Force," *Training and Development Journal*, Vol. 29, No. 6, June 1975, pp. 18-22.

Proposes that management undertake extensive employee communication program on basic business economics to defend afainst a typical antifree enterprise attitude of workers. P/D.

Tompkins, Phillip K. *et al.* "Kenneth Burke and the Inherent Characteristics of Formal Organizations," *Speech Monographs*, Vol. 42, No. 2, June 1975, pp. 135-142.

Burke's concepts of mystery and identification are investigated in formal organizations. Results suggest that the higher an individual rises in the hierarchy, the more a sense of mystery is perceived. FS.

Tregoe, Ben. "Today's Leader—'An Endangered Species,'" *Training and Development Journal*, Vol. 30, No. 6, June 1976, pp. 22-26.

Leadership behavior is situational. Variables include the quality of the decision to be made, the amount of commitment behind the decision, and the time allotted. Article discusses the range of behaviors that are open to a leader and how the variables affect the choice of a particular behavior. P/D.

Umstot, Denis D., Cecil H. Bell Jr., and Terence R. Mitchell. "Effects of Job Enrichment and Task Goals on Satisfaction and Productivity: Implications for Job Design," University of Washington, Department of Psychology, Seattle, WA, July 1975, 43 p. Contract No. N00014-67-A-0013-0032, Report No. TR-75-65.

Describes research project related to the effects of job enrichment and method of goal setting on employee productivity and satisfaction. FS.

Urwick, L. F. "That Word 'Organization,'" *Academy of Management Review*, Vol. 1, Jan. 1976, pp. 89-92.

"The word organization is a harlot of management communication." A review is made of historical usages of the term, and the author claims it covers so much that it has become meaningless. P/D.

Walker, James W. "Human Resource Planning: Managerial Concerns and Practices," *Business Horizons*, Vol. 19, No. 3, June 1976, pp. 55-59.

The improvement of job performance is examined in the light of efforts to clarify the work required for each corporate position, to provide training for workers, and to develop relevant performance appraisals. P/D.

Walter, Verne. "Self-Motivated Personal Career Planning: A Breakthrough in Human Resource Management," *Personnel Journal*, Vol. 55, No. 3, pp. 112-115.

Maintains that managers must involve employees in their own career assessment and planning. Such an employee-centered program would allow management to fulfill its own organizational needs for developing a more adaptable and productive work force. P/D.

Walters, Roy W. "Organizational Change—A New Model," *Personnel Journal*, Vol. 54, No. 11, Nov. 1975, pp. 573-574.

In order to change management style and organizational structure, many factors must be considered that directly influence employee behaviors and attitudes. The organization must be looked at as a Gestalt and managers must realize that the task of keeping an organization alive is never ending. P/D.

Weihrich, Heinz. "MBO: Appraisal With Transactional Analysis," *Personnel Journal*, Vol. 55, No. 4, April 1976, pp. 173-175.

Management by Objectives is a successful approach to management. However, when MBO is applied to the appraisal process, its shortcomings are evident. The author recommends the integration of transactional analysis principles with MBO in order to facilitate the delicate interaction process between supervisors and employees during the appraisal process. P/D.

Weinman, Janice J. and Theodore Wolner. "Post-Bureaucratic Organization and Educational Innovation," paper presented at the Annual Meeting of the American Educational Research Association, April 1976, 28 p. ERIC ED 120 962.

The procedure and principles of structure for innovative organizations discussed by bureaucratic essayists and organization theorists of innovation are presented. Conditions necessary for innovation are looked at from a theoretical perspective and are applied to the New York City Board of Education. FS.

Wendlinger, Robert M. "Using a Task Force to Improve Employee Communications: Bank of America's Approach," *Management Review*, Aug. 1975.

Discusses and evaluates a task force formed to solve communication problems for the Bank of America. Research for the task force was partially based on interviews with 21,000 employees. Findings of the task force were: 1) for individual well being, effective performance, and profits, employees must see themselves as part of a thriving organization; 2) existing communication programs must constantly be renewed; and 3) upward and horizontal communication need highest priority. FS.

Wood, Michael T., *et al.* "Identification and Analysis of Social Incentives to Air Force Technical Training," Ohio State University, Columbus, Department of Psychology, Aug. 1975. Government Report No. AD-A017 871/5GA, Contract No. F41609-72-C-0044.

Presents the procedures used in an Air Force study of social incentives that might be applied to technical training. Questionnaire techniques were used to scale possible incentives. Personal motives, background variables, and leadership climate factors were related to attractiveness ratings in this study. Six social incentives are suggested for use in training and 18 others are presented for further research. FS.

Yukl, Gary A., Gary P. Latham, and Elliot D. Pursell. "The Effectiveness of Performance Incentives Under Continuous and Variable Ratio Schedules of Reinforcement," *Personnel Psychology*, Vol. 29, No. 2, Summer 1976, pp. 221-231.

The authors concluded that a continuous reinforcement schedule was found to be more effective in improving worker performance than a variable ratio schedule. Although there were methodological problems with the study, the findings lend support to other research that indicates that less educated people with strong security needs and low advancement and responsibility needs are not in favor of having their pay based upon performance. FS.

(No author; alphabetized by title)

"Advances in Work Organization," Organization for Economic Cooperation and Development, Paris, France, 1974, 61 p. ERIC ED 105 136.

Appears that attitudes toward work and working life are changing throughout the industrialized world and states that part of the dilemma is that values and attitudes are emerging too slowly or pulling in opposite directions. Discusses the need to balance improved productivity with increased job satisfaction and to "debureacratize" work organizations. T/C.

"California Health Manpower—1970. Problems of Health Manpower Utilization and Their Detection and Correction," Health Manpower Council of California, Orinda, CA, 1970, 50 p.

This study summarizes a report on poor manpower utilization in a public health agency. Studies various management problems related to communications. Points out the most critical problems and how they were successfully detected and corrected. P/D.

"Guidelines for Conditions of Employment for College and University Presidents." Policy statement was adopted by the Annual Meeting of the American Association of State Colleges and Universities, Nov. 1975, 5 p. ERIC ED 121 169.

Guidelines for evaluating the leadership of university and college presidents are discussed. Topics such as security for presidential leadership, opportunities for assessing leaderhip, and systematic evaluation of presidential leadership are presented. P/D.

"Is MBO the Way to Go? A Teacher's Guide to Management by Objectives." National Education Association, Washington, DC, Aug. 1975, 29 p. ERIC ED 111 814.

Examines the mixed results of MBO in the business world, recent trends in management science, and some problems associated with setting objectives for human systems. Because MBO stresses conformity and lockstep learning, it may be appropriate for instructional processes. P/D.

SEE ALSO

Interpersonal Communication: Aplin, Benton, Bhola, Daly, Falcione, Filley, Harris, Hill, Hobert, Holland, Holmes, Hunt, Kudlinski, Lippitt, Lorey, Inderlied, Macdonald, Matsui, Oldham, O'Reilly, Sadler, Sharpe, Steele, Watson

Intragroup Communication: Bartol, Beach, Blades, Maher, Murnighan, Nogami, Olmstead, Schlenker, Sweet

Intergroup Communication: Aldag, Bent, Brown, Bush, Chamberlain, Goddu, Hafeez, Huddleston, Klimoski, Lindsey, Rubenstein, Stern

Skill Improvement and Training: Antil, Becker, Fry, Jowers, Wooten

Communication Media: McMurry, O'Dell, Palm, Silverman, Stoll

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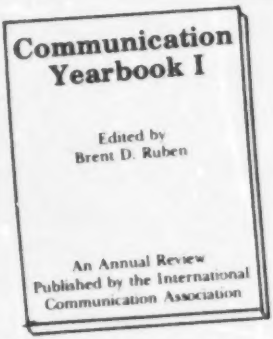
Research Methodology: Aquilina, Borman, Cunningham, Fredrick, Hunter, Kirchhoff, Lammers, Tersine, Thorton, Wadsworth, Waters, Watson, Wood

Texts, Anthologies, and Reviews: Banki, Cass, Champion, Conboy, Cooper, Dickson, Dunnette, Filley, Friedlander, Gildea, Harrison, Henderson, Hickerson, Jenkins, Jones, Koehler, Lanking, Lau, Lewis, Lippitt, Luthans, McKain, McLennan, Mahler, Noer, Payne, Porter, Rogers, Sheldon, Sikula, Strickland, Tannenbaum, Tilley, Wolf



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SKILL IMPROVEMENT AND TRAINING IN ORGANIZATIONAL COMMUNICATION

BOOKS AND DISSERTATIONS

Anderson, Philip H. *The Effect of the Case Study Method on Problem Solving.* Ph.D. Dissertation, Universtiy of Minnesota, 1975. DAI, Vol. 36, No. 4, p. 2302-A.

Provides evidence that the case study method of instruction does improve an individual's problem-solving skills and that group discussion is a valuable process prior to writing individual reports. Concludes that course work using case methods should be continued. LS.

Bostwick, Burdett E. *Finding the Job You've Always Wanted.* NY: John Wiley and Sons, 1977.

This book is designed for white collar workers seeking initial employment, reemployment, or change in employment. The author emphasizes the importance of career planning in addition to discussing the psychological test, salary negotiation, resume preparation, and interviewing. P/D.

Brown, Ernest L. *The Development of a Training Guide to Provide Collective Bargaining Skills for School Administrators.* Ph.D. Dissertation, The Florida State University, 1975. DAI, Vol. 36, No. 6, p. 3259-A.

Covers the three phases of collective bargaining between teachers and school administrators, pre-negotiations, negotiations, and past negotiations. Utilizes elements of management by objectives as a planning model and simulation techniques for developing skills in the bargaining process. T/C.

Collins, James T. *The Effects of Written Communication Skills Training Upon the Communication of Empathy.* Ph.D. Dissertation, Georgia State University, 1976. DAI, Vol. 37, No. 2, p. 704-A.

Employs experimental and control groups in testing the effects of a 10 hour training sequence in written communication skills to enhance empathic understanding. Data for study consisted of student responses to stimulus letters. Concludes that participation in a training program results in communication of higher levels of empathy and that work experience alone does not result in greater communication skill or in greater aptitude for acquiring skill in written communication. T/C.

Davis, Michael L. *A Comparison of the Effectiveness of Audiovisual Instruction and the Traditional Teaching Method of a Unit on the Radio-Telephone Third Class License With Broadcast Endorsement.* Ed.D. Dissertation, University of Mississippi, 1975. DAI, Vol. 36, No. 4, p. 1985-A.

Tests the relative efficiency of teaching identical content via a slide and sound presentation vs. a traditional lecture-demonstration approach. Employs pretest and posttest on control and experimental groups to measure effectiveness. Finds both groups have significant knowledge gains but the audiovisual method is most effective. LS.

Drew, Martha I. *The Effectiveness of an Evaluation-Learning Method in the Development of Analytical Reports for Collegiate Business Report Writing.* Ph.D. Dissertation, University of Colorado, 1975. DAI, Vol. 36, No. 11, p. 7512-A.

Studies a new method of teaching Business Report Writing, the evaluation-learning method, defined as involving author-developed guide materials, out-of-class time for student self-direction, and teacher-student consultations. Finds that the out-of-class experimental group did as well as the in-class lecture-discussion group, required less teacher-student time, and expressed attitudes toward the learning method that were more positive than negative. LS.

Eastlack, Elinor L. *The Relevance of Business Communications Textbooks to the On-the-Job Requirements of Selected Members of the National Secretaries Association.* Ed.D. Dissertation, University of Pittsburgh, 1975. DAI, Vol. 36, No. 9, p. 5754-A.

Concludes that current business communication textbooks of high schools and post secondary schools are at variance with the types of materials that are most frequently needed by secretaries in their business writing requirements. FS.

Eine, Virginia O. *The Effect of an Interpersonal Skill Training Program on Affective Interpersonal Behaviors of Student Teachers.* Ph.D. Dissertation, University of Hawaii, 1975. DAI, Vol. 36, No. 5, p. 2711-A.

Employs a control and experimental group to judge effect of a 10-week, 30-hour human relations training program in developing communication skills. Finds that planned interpersonal training can improve affective communication skills and democratic problem-solving methods of student teachers. FS.

Eure, Jack D. Jr. *Applicability of Selected Written Business Communication Principles Across Cultural Boundaries With Particular Reference to Mexico.* Ph.D. Dissertation, The Louisiana State University and A&M College, 1975. DAI, Vol. 36, No. 7, p. 4603-A.

Reports a laboratory experiment at the Institute Technologicode, Monterrey, Mexico. Findings indicate that Mexican students overwhelmingly favor messages with American principles of written business communication. Principles include planned presentations, positive emphasis, conversational tone, adaptation, and reader concern. Recommends further research to determine implications for other cultures. LS.

Frohnem, Richard G. *Model Communication Component for Universtiy Curricula for Training of Community Education Leaders.* Ed.D.

Dissertation, Brigham Young University, 1976. DAI, Vol. 37, No. 2, p. 779-A.

Identifies twenty-five communication skills to be included in a model communication component for university curricula. Discusses other elements of instruction such as levels, degrees of competency, methods, qualifications of faculty, and places. FS.

Harbin, Sherry L. *The Effects of a Teacher Workshop in Transactional Analysis on Teacher Flexibility in Thinking, Locus of Control, Flexibility in Use of Ego Status, and on Teacher-Pupil Interactions.* Ph.D. Dissertation, Georgia State University—School of Education, 1975. DAI, Vol. 36, No. 4, p. 2100-A.

Utilizes control and experimental groups to test effect of TA workshop training, both at end of training period and 8 weeks later. Findings indicate that workshop had a significant effect on self-perception and on classroom verbal behavior. The experimental group had significantly fewer parent ego-state responses and more adult ego-state responses. FS.

Herzog, Franz P. *An Evaluation of the Impact of Communication Training on the Job Related Decisions of Youth Workers in Colorado.* Ph.D. Dissertation, University of Denver, 1975. DAI, Vol. 36, No. 4, p. 1900-A.

Evaluates the relationship of communication training and on-the-job decisions. Data is obtained from 172 interviews with training program graduates. Content analysis is employed. Findings are stated to justify the inclusion of communication in a training program for all personnel. FS.

Jaffee, Cabot L. and Fredric D. Frank. *Interviews Conducted at Assessment Centers: A Guide for Training Managers.* Dubuque, IA: Kendall/Hunt Publishing Company, 1976.

The book presents a practical approach to the problems of training assessors in interviewing techniques. Tests material is included as a means of verifying the skill level of assessors during the training sessions. P/D.

Jones, Alan and Peter Whittaker. *Testing Industrial Skills.* New York, NY: A Halsted Press Book, John Wiley and Sons, 1975.

The concept of industrial skills utilized by the authors included perceptual and language skills as well as motor skills. The book is designed for personnel and training managers and includes guides for assessing test performance, implementing and administering tests, validating tests, and interpreting and using test results. P/D.

Jowers, James W. *Communication Techniques Related to Increased Effectiveness of United States Navy Flight Simulators.* Ph.D. Dissertation, United States International University, 1975. DAI, Vol. 36, No. 5, p. 2964-A.

States that administering a concentrated course in communication techniques to helicoptor flight teams would result in improved performance and proficiency. Employs experimental and control group to find that the communication trained group was significantly more effective than the control group. FS.

Kirkpatrick, Donald L. *Evaluating Training Program.* Madison, WI: American Society for Training and Development, Inc., 1975.

This collection of articles is organized into five sections: 1) techniques for evaluating training programs; 2) reactions of participants; 3) measurement of knowledge, skills, and attitudes; 4) measurement of behavior changes resulting from training programs; and 5) a general discussion of evaluation definition, philosophy, and approaches. P/D.

Kotula, John R. *Affecting Community College Teaching Behavior Through Feedback.* Ed.D. Dissertation, Rutgers University, 1975. DAI, Vol. 36, No. 9, p. 5695-A.

Measures the effects of three types of peer feedback on teacher behavior employing experimental and control groups. Student opinion also compared with teacher (peer) opinion of their teachers. Findings did not indicate significant differences between teaching behavior of teachers exposed to peer feedback and those not so exposed. Concludes that creativity is most susceptible to improvement through peer feedback. FS.

Layne, Rosemary G. *The Effect of Group Assertive Training on Resident Assistant Job Performance.* Ed.D. Dissertation, University of Tennessee, 1976. DAI, Vol. 37, No. 2, p. 886-A.

Examines the effect of four, ninety-minute group assertive training sesseions on job performance. Finds that trained subjects rate significantly higher scores than control subjects in respect to self-expression, eye contact, and content. FS.

LeNoir, Blanchard L. *Current Status of Business Communication Courses Related to Needs of Selected Business Establishments in Texas.* Ph.D. Dissertation, Texas A&M University, 1975. DAI, Vol. 36, No. 5, p. 2694-A.

Investigates the place of business communication courses in the business education curriculum and compares the importance of the course for academic administrators and business managers. Findings are stated in terms of 1974 and 1960 conditions. FS.

McKeown, Henry S. *A Study of Essential Communication Skills and Communication Activity at Various Job Levels In An Architect/Engineer Firm.* Ph.D. Dissertation, Michigan State University, 1975. DAI, Vol. 36, No. 9, p. 5871-A.

Concludes that the essential communication learning for engineers seeking *initial* employment relates to person-to-person, small group,

telephone, and short memoranda methods. Within 3-5 years, these basic methods should be complemented with skills required at higher levels of the organization, i.e., report writing, speaking, large group methods, and letter writing to give information and persuade. FS.

Morris, William C. and Marshall Sashkin. *Organization Behavior in Action: Skill Building Experiences.* St. Paul, MN: West Publishing Company, 1976.

A handbook of experimental learning situations designed to improve the individual's problem solving and communication skills. Most chapters include a brief explanation of the rationale behind the particular activities. T/C.

Ovington, Richard J. *Development and Evaluation of a Listener—Oriented, Listening Training Program.* Ed.D. Dissertation, Auburn University, 1975. DAI, Vol. 36, No. 6, p. 3214-A.

Investigates the effect of a 3-hour, audiotaped listening training program upon students at USAF Air University. Pretests and posttests were given to an Air Force Trained experimental group, a group trained by the popular commercial listening program, and an untrained group. The Air Force trained group evidenced the best listening improvements. FS.

Payne, Gloria J. *An Analysis of Business Letters Written by Businessmen in a Selected Geographic Area.* Ph.D. Dissertation, University of Pittsburgh, 1975. DAI, Vol. 36, No. 12, p. 7824-A.

Studies writing habits of business letter writers and concludes that 1) business letter writers tend to be poorer spellers today than in 1956; 2) writers need to proofread more carefully to improve spelling, punctuation, and capitalization; 3) placement of letter parts is a source of error; and 4) average readability level may be above the reading ability of the average reader. FS.

Pfeiffer, J. William and John E. Jones. *The 1976 Handbook for Group Facilitators.* La Jolla, CA: University Associates, Inc., 1976.

This is the fifth in a series of annual publications designed for the human relations trainer. Included are games, group activities, brief lectures, questionnaires, theoretical essays, book reviews, and other pedagogical resources. The publishers grant permission for users to duplicate all material on a nonprofit basis. P/D.

Reichard, Birge Douthitt. *The Effects of a Managerial Training Workshop on Altering Views of Control.* Ph.D. Dissertation, University of Maryland, 1975. DAI, Vol. 36, No. 10, p. 5360-B.

A management training seminar emphasizing problem-solving, self-awareness, time management, goal setting, and employee motivation increased group members' perceptions of internality. The perceived influence of powerful others decreased. LS.

Wooten, Bobby E. *Effects of an Instructional Program in General Semantics and Its Implication for Improving Organizational Climate in a Selected Hospital.* Ph.D. Dissertation, Louisiana State University, 1975. DAI, Vol. 36, No. 12, p. 8183-A.

Concludes that a ten-hour course for supervisors in general semantics has no significant effect, in the short run, on the supervisor-subordinate relationship. However, improvement is shown in subordinate attitudes toward hospital administration and the subordinates, opinion of work environment. Suggests that management consider general semantics for a permanent place in the organized training program. FS.

ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS

Alpander, Guvenc G. and Jean E. Gatman. "Contents and Techniques of Management Development Programs for Women," *Personnel Journal*, Vol. 55, No. 2, pp. 76-79.

The authors found that the basic notions and concepts underlying the majority of existing management development programs were meeting general training program needs for women. However, they concluded that subtle differences in the areas of text, and audiovisual aids could be improved. FS.

Antil, Frederick H. "Meeting the Training Challenge," *Personnel Journal*, Vol. 54, No. 10, pp. 536-546.

The author postulates that, despite the cost, industry would do well to examine the principles of learning theories and findings by specialists in training and development. The trend for the future will be increased employment of job training and development programs. In preparing for this development, the utilization of learning theory could produce benefits that ultimately outweigh financial expenditures. T/C.

Ashen, Frank Z. "Simulation of the Middle Managers World," *Training*, Vol. 13, No. 8, Aug. 1976, p. 33.

Discusses a computer simulation training program designed to simulate the actual corporation where training is taking place. Program utilizes MIS (Management Information Service) to provide familiar, realistic data. Skills are learned through practice, not theory. A four-step decision-making model is included. P/D.

Bartow, Philip E. "Brainstorming," *Management Review*, Vol. 64, No. 11, Nov. 1975, pp. 54-58.

Defines and details an acutal brainstorming session. The author concludes that highly specialized brainstorming sessions can be a valuable corporate tool. P/D.

Becker, Stephen P. "Get Out of Your Office," *Training*, Vol. 13, No. 4, April 1976, pp. 15-18.

An important aspect of the training process is follow-up. By visiting trainees, you can see how effective the program has been. A personal visit can often elicit information not contained in other data collection measures. It also fulfills the need for recognition of the trainee, and makes the training department more visible. P/D.

———. "Managing 'Personalities,'" *Training*, Nov. 1975, Vol. 12, No. 11, pp. 14, 16-17, 20.

Training managers should take into account personality variables in assigning trainers to specific tasks. Traits should work for, not against, goals. Suggests that trainers be kept aware of how their personal characteristics or working styles affect training objectives. P/D.

———. "Scheduling Time for Staff," *Training*, Vol. 13, No. 2, Feb. 1976, pp. 12-13, 40.

Training managers must learn to spend more time with their staff, especially in regard to coaching and development planning. Time thus spent will result in improved skills and higher morale. The importance of staff meetings and performance appraisals is stressed. P/D.

———. "Using Temporary Trainers," *Training*, Vol. 13, No. 3, March 1976, pp. 39-41.

Quite often nontrainers will be used in the implementation of training programs. This can be effective if certain steps are taken. Examples include: know what is expected of trainees, meet with all those involved with instruction, initiate evaluation mechanisms. P/D.

———. "Why, When, and How Trainers Should Talk Themselves *Out* of a Job," *Training*, Vol. 13, No. 6, June 1976, pp. 43-44.

Not all problems can be solved by training. If improper selection or placement has occurred, it is the responsibility of the trainer *not* to train. Another problem is that of motivation—a good training program will not work if the trainee is not motivated to perform. The trainee must then take some responsibility for improving the motivational environment. P/D.

Bellman, Geoffrey M. "Small Group Skills: How to Develop Them in Your New Trainers," *Training*, Vol. 13, No. 6, June 1976, pp. 22-25.

New trainers need to develop their own training skills. Author suggests a method using a set of tent cards. Trainer skill development areas include content, design, methods, and time. Strengths and weaknesses of this process are discussed. P/D.

Berger, Gladys. "Good Beginnings," *Training*, Nov. 1975, Vol. 12, No. 11, pp. 55-57.

When does a training meeting begin? A step-by-step guide is provided for setting up a meeting. Sequences include: Defining the meeting, organizing the participants, selecting the site, and following through. P/D.

Blake, Robert R. and Jane S. Mouton. "Critiqube," *Training and Development Journal*, Vol. 30, No. 4, April 1976, pp. 3-8.

Experience is a useful teacher. The authors have developed "Critiqube," a three dimensional model. Discussion centers on the components of the three axes—direct experience (performance, procedure, product, process, people), techniques of critique or how we learn from direct experience (inspection, simulation, participant-observation, strategic assessment), and management functions (controlling, directing, staffing, organizing, planning). T/C.

Borman, Walter C. "Effects of Instructions to Avoid Halo Error on Reliability and Validity of Performance Evaluation Ratings," *Journal of Applied Psychology*, Oct. 1975, Vol. 60, No. 5, pp. 556-560.

A short training session can significantly reduce halo error in performance ratings while leaving validity of ratings unaffected. FS.

Branson, Robert K., *et al.* "Interservice Procedures for Instructional Systems Development. Executive Summary and Model," Florida State University, Tallahassee Center for Education Technology, Aug. 1, 1975, 190 p. Government Report No. 25, Contract No. N61-39-73-C-0150.

A five-volume set of procedures developed for the preparation of a curriculum for interservice training. The volumes address five major phases: analysis, design, development, implementation, and control. The volume contains a summary and model. T/C.

———. *et al.* "Interservice Procedures for Instructional Systems Development: Technical Level Workshop," Florida State University at Tallahassee Center for Education Technology, Dec. 1975, 104 p. Final Report No. 25, Government Contract No. N61339-73-C-0150.

A workbook designed for workshop directors and instructors. Discusses: interservice instructional systems, development procedures, and audiovisual materials in terms of potential uses. P/D.

———. *et al.* "Interservice Procedures for Instructional Systems Development: Workshop Director's Guide (Technical Level Workshop)," Dec. 1975, Report No. 25, Government Contract No. N61339-73-C-0150.

Contains instructions for director of workshops on Interservice Procedures for Instructional System Development. The manual includes: description of facilities, equipment and personnel support requirements, use of workshop materials, local adaptions, follow-up procedures, and exercises and feedback. P/D.

Broadwell, Martin M. "How to Deal With a Mixture of Age and Experience in the Classroom," *Training*, Vol. 13, No. 7, July 1976, pp. 32-33.

Many classrooms contain both old and young, experienced and inexperienced students. Such discrepancies can cause problems for the instructor. Article deals with advice on handling the situation: use

experience of students, protect egos of older students, test to see what difference there is in knowledge, and let trainees work at their own pace. P/D.

———. "How to Survive the First Class Taught," *Training*, Vol. 13, No. 9, Sept. 1976, pp. 16, 18.

Facing a class for the first time can be a harrowing experience. Discussion centers on the reasons for this panic (many things to remember, stage fright, insecurity, and lack of comfortable habits) and ways to handle these problem areas (such as use of better notes). P/D.

———. "In Defense of the Good Old Lecture Method," *Training*, Vol. 13, No. 8, Aug. 1976, pp. 24-25.

Discussion centers on advantages (easiest form, requires less preparation, free from student interference, efficient) of the lecture as a teaching method and its drawbacks (lack of accountability and involvement on student's part, heavy burden on instructor). Advice is given on how to effectively use lecture (use of programmed lecture, feedback). P/D.

———. "Planning Pre-Course Assignments," *Training*, Vol. 13, No. 2, Feb. 1976, pp. 16, 18, 38-39.

The use of pre-course assignments can be a valuable aid to make sure the trainee has sufficient preparation and motivation to benefit from a training course. Discussed are hazards to watch for when implementing such a program. P/D.

———. "Training Small Groups: How to Get Your Trainees More Involved," *Training*, Vol. 13, No. 6, June 1976, p. 19.

Although learning is an individual process, students can be encouraged to become involved by designing participation into a course. Discussion centers around various methods of allowing participation. These include dividing into sub-groups, turning questions around, asking students to write down ideas, and making them look for specifics during visual presentations. P/D.

———. "Training Trainers," *Training*, Dec. 1975, Vol. 12, No. 12, pp. 22, 29-30.

Discussed are various elements that a good trainer and training course should include. Suggestions provided are use of instructional objectives, use of learning theory, experience in use of training techniques, and others. P/D.

———. "Videotape Fever," *Training*, Jan. 1976, Vol. 13, No. 1, pp. 17, 33-34, 41.

Videotape can be a valuable aid for instructing trainers, but it is also capable of misuse. Discussion centers around one way of utilizing video, the recording of teaching sessions, and its pitfalls. P/D.

Brock, John F., Jack Delong, and James S. McMichael. "PSI and Job-Task Analysis = Effective Navy Training," *Educational Technology*, Vol. 15, No. 4, April 1975, pp. 28-31.

The implementation of a personalized system of instruction in a naval training program reduced learning time by 20 percent and improved student motivation significantly. FS.

Burnaska, Robert F. "The Effects of Behavior Modeling Training Upon Managers' Behaviors and Employees' Perceptions," *Personnel Psychology*, Vol. 29, No. 3, Autumn 1976, pp. 329-335.

Improvements in a manager's ability to interact with an employee in specific situations can occur quickly, but changes in his employees' perceptions of his overall behavior occur only with time. This study indicates that as managers constantly utilize their improved interpersonal skills, the employees' perceptions of their managers will gradually show similar improvement. FS.

Calhoon, Richard P. and Thomas H. Jerdee. "Determining Supervisory Training Needs," *Management Review*, Vol. 64, No. 11, Nov. 1975, pp. 45-48.

The authors contend that first level supervisors do, indeed, need training. Data collected from 805 first-level supervisors and 716 second-level supervisors lead to the conclusion that first- and second-level supervisors differ in their perceptions about supervisory training needs. Also offers suggestions on how to overcome performance deficiencies. FS.

Chalofsky, Neal E. and Joseph A. Cerio. "Professional Development and Program for Federal Government Trainers," *Training and Development Journal*, Vol. 29, No. 12, Dec. 1975, pp. 18-20.

In order to insure the growth of employee development specialists (EDS), the U.S. Civil Service Commission ordered a long-term research and development effort to design and implement a program to increase the effectiveness of EDS. Discussion is on various considerations of the report. P/D.

Corporan, Chuck. "What Do You Say After You Say 'Good Morning'?" *Training and Development Journal*, Vol. 29, No. 11, Nov. 1975, pp. 44-47.

Suggests the applicability of transactional analysis to sales training. P/D.

Cougle, Leroy G. "Sales Management Development," *Training and Development Journal*, Vol. 29, No. 11, Nov. 1975, pp. 6-11.

Success in sales management is dependent upon expertise in four areas: personal skills (brought to the job); interpersonal skills (interaction in and out of the organization); task skills (technical competence); and organizational skills (knowledge and abilities needed to function within the organization). Training in these areas is discussed. P/D.

Couture, Adam W. "How Not to Choose a Lemon for Your Next Meeting Site," *Training*, Vol. 13, No. 4, April 1974, pp. 21-23.

The meeting site must be as carefully considered as are other aspects of training. Things to consider are: location, shape and size of room, tables and chairs, seating arrangements, comfort of speaker, audiovisual capabilities, comfort, convenience, and others. P/D.

Cram, David D. "The Ideal Course," *Training*, Dec. 1975, Vol. 12, No. 12, pp. 74-76, 78.

Characteristics of the ideal training course are reviewed, including skill objectives, testing procedures and evaluation, use of existing knowledge and skills, instructional paths, software, adequate time, need for charting progresss, practice, frequent testing, and feedback. P/D.

Davis, James L. and John W. Hagaman. "What's Right-and-Wrong-With Your Training Room Environment," *Training*, Vol. 13, No. 7, July 1976, pp. 28-31.

Many factors are involved in designing a training room. All of them can effect the productivity of a meeting. Such factors include room structure (shape, size, ceilings, windows, etc.), decor (color, decorations, floor covering, etc.), furnishings and equipment (tables, chairs, audiovisual guidelines), and their effects (fatigue, distraction, ease of interaction, etc.). P/D.

Frevert, J. Neil. "Skill Training: 'Fine Tuning' for Sales Professionals," *Training and Development Journal*, Vol. 29, No. 11, Nov. 1975, pp. 18-20.

Knowledge training has overtaken skill training, an essential area for sales professionals. Article examines the "Professional Presentation" course, conducted at Illinois Bell Telephone Company. Discussion centers on standards of a good sales presentation, such as: use of audiovisual aids, outlining of customer goals, and asking for the sale. P/D.

Fry, John P. "Individual and Group Problem-Solving Workshop (Instructor's Manual)," Human Resources Research Organization, Alexandria, VA, June 1975, 152 p. Report No. HUMRRORP-WO(TX), Government Contract DAH (19-73-C-0004).

Contains step-by-step procedures which will enable graduates of the Individual and Group Problem-Solving Workshop to effectively train other Army leaders in its skills and techniques. The manual enables Army leaders to acquire the basic concepts and principles of problem solving. P/D.

———. "Individual and Group Problem-Solving Workshop (Student Manual)," Human Resources Research Organization, Alexandria, VA, Nov. 1974, 185 p. Report No. HUMRRORP-WD-(TX)-74-1, Government Contract DAHC 19-73-C-0004.

Contains instructional material which enables Army leaders to acquire the basic concepts and principles of individual and group problem-

solving. Evaluates empirical findings and applies those findings to workable problem-solving situations. P/D.

———, William H. Melching, and Susan M. Larson. "Management by Objective Workshop (Student Manual)," Human Resources Research Organization, Alexandria, VA, March 1975, 84 p. Government Contract DAHC 19-73-C-0004.

Provides instructional materials for Army leaders to use in training their staffs in the use of MBO. Emphasizes on-the-job application of MBO with subordinates. (Instructor's Manual also available). P/D.

———. "Performance Management Workshop (Student Manual)," Human Resources Research Organization, Alexandria, VA, Feb. 1975, 125 p. Report No. HUMRRORD-WO-(TX)-75-1, Government Contract DAH 19-73-C-0004.

Contains instructional materials which enables Army leaders: 1) to acquire basic concepts and procedures of performance management and 2) to train their immediate subordinates in its use. Presented in manual form. P/D.

Fry, John P. and Susan M. Larson. "Management by Objectives Workshop (Instructor's Manual)," Human Resources Research Organization, Alexandria, VA, June 1975, 21 p. Government Contract DAHC 19-73-C-0004.

A manual which provides step-by-step procedures for instructing Army leaders in implementing MBO programs. Uses workshop format, including simulated problem situations to facilitate MBO application to actual job situations with subordinates. P/D.

———, "Performance Management Workshop (Instructor's Manual)," Human Resources Research Organization Alexandria, VA, June 1975, 82 p. Contract DAHC 19-73-C-0004.

Provides guidelines and procedures for instructing Army leaders on the concepts of Performance Management. Suggests how to analyze, measure, and reinforce subordinate behavior to voluntarily improve job performance. (Student manual also available). P/D.

Glasser, Ralph. "Training for Management (An Outline of Requirements.) The Fundamentals of Educational Planning: Lecture-Discussion Series No. 53," Report No. 11 EP-TM-53-70, May 1970, 16 p. ERIC ED 112 507.

Discusses how management is concerned with the conception and choice of goals. Educational preparation (i.e., analytical ability, creative interpretation of ideas, understanding information flow, and leadership ability) is presented as a critical factor in the development of effective managers. T/C.

Goldeaden, Bruce. "Video: Editing by Objectives," *Training*, Jan. 1976, Vol. 13, No. 1, pp. 18-20.

Video equipment should be purchased with objectives in mind—buy the equipment to fit the job. A trainer/producer should know his present and future needs. Types of editing are discussed as well as options that can aid the trainer. P/D.

Goodale, James G. "Tailoring the Selection Interview to the Job," *Personnel Journal*, Vol. 55, No. 2, pp. 62-65.

The author questions the validity and reliability of the traditional selection interview. He proposes that the crucial area for improvement must be to mitigate perceptual bias of the interviewer. The bulk of this aritcle prescribes a more statistically sound selection interview that could be utilized by organizations. P/D.

Gordon, Michael E. and Lawrence S. Kleiman. "The Prediction of Trainability Using a Work Sample Test and an Aptitude Test: A Direct Comparison," *Personnel Psychology*, Vol. 29, No. 2, Summer 1976, pp. 243-253.

Supports the hypothesis that samples of training behavior are more statistically valid and reliable than aptitude tests in predicting the training success of police recruits. Also contained in this article is a substantial review of the literature in the area of prediction of trainability. FS.

Goyer, Robert S. and William F. Eadie. "Fitting the Speech Communication Curriculum to the Needs of Business," paper presented at the 61st Annual Meeting of the Speech Communication Association, Houston, TX, Dec. 27, 1975, 12 p. ERIC ED 114 887.

Reviews the development of an undergraduate speech program at Ohio University which offers professional undergraduate training specifically oriented to other than teacher careers. The program prepares students to display a broad-based conceptual understanding of communication as event and process, to demonstrate proficiency in skills, apply theory and skills in an organizational setting, and to demonstrate a conceptual understanding of at least two fields of study other than organizational communication. P/D.

Hausser, Doris, *et al.* "Application of Compter-Assisted Instruction to Interpersonal Skill Training," University of Michigan, Institute for Social Research, Ann Arbor, MI, Jan. 1976, 109 p. Government Contract N61339-C-0100 NAVTRAEQUIPC-74-C-0100-1.

Using the PLATO IV system for computer-assisted instruction, the authors developed training materials for various areas of interpersonal skills. Data was collected and analyzed about on-the-job performance by experimental and control groups using the instructional package. FS.

Horn, Robert E. "Trends in Simulation Gaming," *Improving Human Performance Quarterly*, 1975, Vol. 4, No. 4, pp. 167-174.

Discusses new trends in the development of game-playing as an important learning technique. Examples of games in the community and

computer games are given, as well as games within service organization contexts. P/D.

Indermill, Kathy, Peggy Gale, and Joyce Reeder. "How to Design and Develop Self and Supervised Instruction: A Guide for Developing Correspondence Instruction," Florida State University Tallahassee Center for Educational Technology, Feb. 1975. Final Report No. 21, Government Contract N61339-73-C-0150.

This manual contains instructions, practice lessons, self-evaluation tests, checklists, and procedural guides. Gives instruction concerning: how to write on-the-job training lessons, how to write in-training objective format, and how to write interactive instruction. Sample lessons are included. P/D.

Jung, Charles C. "Training Materials and Trainers for Organizational Development in Education," paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC, March 1975, 30 p. ERIC ED 109 736.

Presents a review of 15 sets of training materials to be used in organizational improvement strategies with public schools designed by the Improving Teaching Competencies Program at the Northwest Regional Educational Laboratory.

Kuriloff, Arthur H. and Dale Yoder. "Communications in Task Analysis. Training Manual IV.," California State University, Los Angeles, CA, Oct. 1975, 82 p. Government Contract N00014-74-A-0436-0001.

Outlines a Marine Officer training program which reviews problems of communications and suggests ways of improving intraorganization communication. Stresses the development of communication skills including Active Listening and the improvement of technical writing. P/D.

———, and Harold Stone. "Training Guide for Observation and Interviewing in Marine Corps Task Analysis," California State University, Los Angeles, Aug. 1975, 54 p. Government Contract N00014-74-A-0436-0001.

A manual designed to provide basic orientation to task analysis and detailed suggestions for carrying out the entire observations and interview phase of the task analysis process. T/C.

Latham, Gary P., Kenneth N. Wexley, and Elliot D. Pursell. "Training Managers to Minimize Rating Errors in the Observation of Behavior," *Journal of Applied Psychology*, Oct. 1975, Vol. 60, No. 5, pp. 550-555.

Utilization of a workshop training program for managers reduced significant errors in performance appraisals and selection interviews (e.g., contrast effects, halo effects, similarity, and first impressions). Workshops did significantly better than group discussions. FS.

Lebestky, D. A. and F. D. Tuggle. "Manager-Consultant Conflict: An Experimental Approach," *Academy of Management Journal*, June 1975, Vol. 18, No. 2, pp. 375-381.

Using a simulation which is intentionally misdeveloped will help students understand consultant procedures, usefulness of simulation model, and the detection of inadequate models. LS.

Lewis, Thomas G. and Morris E. Fockler. "My Training Program Bombed—and It Can Happen to Yours!" *Training*, Vol. 13, No. 6, June 1976, pp. 26-27, 30.

Trainers must realize that training programs must be based on needs of trainees, not themselves. Discussion centers around steps taken to reach organization's goals. These are: regroup, identify needs, set objectives, generate alternatives, evaluate alternatives, design and develop the program, and test the program. P/D.

Lingle, Janet F. "Practical Exercises: WAC Leadership Discussion Topics," Human Resources Research Organization, Alexandria, VA, July 1969, 75 p. Government Contract DAHC 19-69-0018.

Exercises in this WAC Leadership course include opportunities for students to gain experience in analyzing leadership situations and considering alternate courses for action. P/D.

———. and Douglas S. Holmes. "Instructor's Guide: Leadership Instruction for WAC Junior Officers," Human Resources Research Organization, Alexandria, VA, July 1969, 220 p. Government Contract DAHC 19-69-C-0018.

Provides an orientation to the WAC Junior Officer Leadership Course and includes practical exercises, discussion questions and role-playing techniques for instructors. P/D.

Littledale, Harold. ed. "Management Development: Where Are We Headed?" *Training*, Nov. 1975, Vol. 12, No. 11, pp. 21-23.

Training managers in the future must put more emphasis on the process of change rather than its content. Broadening experiences (e.g., work in other departments) may aid in ability to cope with change. The setting of objectives is vital. P/D.

———. ed. "United With Xerox," *Training*, Nov. 1975, Vol. 12, No. 11, pp. 45, 58.

Explains how United Van Lines is using Xerox Learning Systems' "Management for Motivation" instructional program. Included in the course are: program review, overall orientation, sessions in listening, criticism, group discussion, and others. FS.

Masi, Frank T. "How to Turn Good Sales People Into Good Sales Managers," *Training*, Vol. 13, No. 7, July 1976, pp. 20-22.

Learning to become a good sales manager requires not only written assignments but practice in interpersonal skills. The Royal Typewriter Company has done just this. Article discusses this program including the structure (practice and feedback), motivating the candidates, and program merchandising. P/D.

Miklos, E. "The Training of School Administrators and Supervisors," May 1974 146 p. ERIC ED 119 328.

Presents an overview of current practices, problems, and trends in various countries. Because a sampling procedure was not used, inferences about the relative distribution of specific practices cannot be made. P/D.

Monat, Jonathan S., Robert T. Patton, and Dean C. Elias. "Improving Management Training Using Apprenticeship Principles," *Training and Development Journal*, Vol. 29, No. 9, Oct. 1975, pp. 20-24, 26.

Briefly reviews on-the-job training methods, and offers the apprenticeship model as the best management training program. With this model, the organizational climate, training design, and the manager's job are properly integrated. These elements are discussed, including an eight-step training design. P/D.

Morano, Richard. "Measurement and Evaluation of Training," *Training and Development Journal*, July 1975, Vol. 29, No. 7, pp. 42-46.

Training programs should not neglect measurement and evaluation. A three-step procedure (identify needs, determine training, set standards for evaluation) is proposed. P/D.

Morehead, Bill. "6 Blocks to Innovation," *Training*, Nov. 1975, Vol. 12, No. 11, pp. 36-37.

Proposes that everyone has a potential for innovation. Listed are six common blocks to innovation: excessive need for order, reluctance to play, resource myopia, reluctance to risk, reluctance to exert influence, and overcertainty. Also included is a self-evaluation test on innovation. P/D.

Moses, Joseph and Richard J. Ritchie "Supervisory Relationships Training: A Behavioral Evaluation of a Benavior Modeling Program," *Personnel Psychology*, Vol. 29, No. 3, Autumn 1976, pp. 337-343.

This study concluded that supervisory relationship training works. Behavior modeling provides appropriate examples for variety of interactions and the training procedures offer a method of internalizing these principles in a systematic manner. FS.

Nammacher, Thomas J. ed. "A Few More Images Can Mean a Lot More Learning," *Training*, Vol. 13, No. 3, March 1976, pp. 28-31.

Multimedia (multiple-image) presentations can be a more effective training method. Discussed are some of the things you can do with such a system and various systems now available on the market. P/D.

———. ed. "How One Company's 'Assessment Center' Paid Off on the Bottom Line," *Training*, Vol. 13, No. 4, pp. 24-25.

Discussed is the assessment center used by the Graniteville Company as part of its training program. A number of employees take part in a series of management situations; included are interviews, responding to management problems, an in-basket exercise, case study, selection simulation, and a management decision game. P/D.

———. ed. "MANtread: Can It Help Directors Be Better Software Brokers for Their Organizations?" *Training*, Vol. 13, No. 8, Aug. 1976, p. 17.

MANtread (Management Training Education and Development) is a nonprofit organization which supplies information on available training and development programs. It lists hundreds of public seminars, workshops, and short courses, as well as a speakers and leaders file, which lists and evaluates over 1,500 individuals. P/D.

———. ed. "Training Pays Off at Coors Container," *Training*, Vol. 13, No. 7, July 1976, pp. 26-27.

Article describes Coors Container Company's two-year-old audiovisual training support program. Discussion includes results of the program topics, use of media, photography, utilization of employee talent, and future use of the program. P/D.

———. ed. "Ways to Get Extra Mileage of Your A.V. Programs." *Training*, Vol. 13, No. 2, Feb. 1976, pp. 36-37.

Training directors are often required to justify their budgets. The author suggests that audiovisual programs should be used to their fullest advantage, and cites examples on how to do so. P/D.

Neithercutt, M. G., Donald H. Bowes, and William H. Moseley. "Arrest Decisions as Preludes to What," Vols. I, II, III. National Council on Crime and Delinquency, Davis, CA Research Center, June 1974, 42 p.

This project presents both a state-of-the-art and suggested training programs on alternatives to arrest in police training. Outlines role-playing and improvisations as well as police interviewing techniques. P/D.

Newell, Gale E. "How to Plan a Training Program," *Personnel Journal*, Vol. 55, No. 5, pp. 220-225.

This article prescribes a sequence of events that should take place from the time a firm first thinks about a training program through past-program evaluation. The author presents a flow chart of events that should be followed sequentially when implementing a training program. P/D.

Newstrom, John W. "Selecting Training Methodologies," *Training and Development Journal*, Vol. 29, No. 9, Oct. 1975, pp. 12-16.

Advocates a contingency approach to training. Offers a model of training methods, including such factors as training techniques (lecture, films, case study, etc.), constraints (cost, time, class size), learning principles (participation, practice, etc.), and the training objective (conceptual, attitude, motor skills). P/D.

Odiorne, George. "The Hard Technologies of Training," *Training and Development Journal*, Vol. 29, No. 9, Oct. 1975, pp. 3-7.

Training has now reached the state of professionalism. Discussion centers on ten hard technologies developed in this field including: focus on behavior, not personality; creation of criteria for objectives; participative learning experiences; adequate feedback; measurable results; detailed breakdown of training stages; problem analysis; and designing with simulation and results in mind. P/D.

Petrie, Charles R. Jr., and Susan D. Carrel. "The Relationship of Motivation, Listening Capability, Initial Information, and Verbal Organizational Ability to Lecture Comprehension and Retention," *Communication Monographs*, Vol. 43, No. 3, Aug. 1976.

Focuses on the relationship between comprehension and retention. Results tended to confirm that: a) tests of general listening ability can be used to predict lecture comprehension, and b) extrinsic motivation is an important factor in aural learning. Contains implications for organizational training programs in listening. LS.

Ploetz, Richard. "An Exciting Future in Retail Training Media," *Training and Development Journal*, Vol. 30, No. 3, March 1976, pp. 20-23.

Advantages of color videotape are discussed, particularly as used in the Dayton Department Store in Minneapolis. Also discussed are speed, cost, and popularity, color as a motivator and better media for displaying clothing, and important uses of video for in-house training and communication purposes. P/D.

Rebedean, F. C. "Developing a Sales Training Workshop Session," *Training and Development Journal*, Vol. 29, No. 11, Nov. 1975, pp. 12-14.

Outlined are the basic factors involved in a training workshop session. These include: topic arrangement, topic development, establishing and achieving objectives, a basic outline, and showmanship. Most sections include important questions to be asked. Interpersonal communication factors are considered. P/D.

Roberts, William B. "Group Decision-Making and Problem-Solving," *Training and Development Journal*, Vol. 29, No. 9, Oct. 1975, pp. 36-39.

Explains participation training (definition, history, examples of use), how it differs from other training methods, and how it is applicable outside of the laboratory setting. Also discussed are the steps a group undertakes with this method. P/D.

Robinault, Isabel P. and Marvin Weisinger. "Training Workshop in Implementing New Service Delivery Techniques: Structured Role Playing and Leaderless Group Process," ICD Rehabilitation and Research Center, NY. Research Utilization Lab, June 1975, 48 p. Grant SRS-45-81067.

Presents two training packages for vocational rehabilitation counselors based on research on new service delivery patterns. The first, an audiotape, related to leaderless groups and vocational attitudes. The second, a videotape kit, was for structured role-playing techniques in work adjustment counseling. A training manual was developed summarizing the programs, implementation, and evaluation of the total process. P/D.

Robson, Walt. "Is It True What They Say About Video Discs?" *Training*, Dec. 1975, Vol. 12, No. 12, pp. 80-82.

Discussed are the possible uses of video disc players as an aid in management training, as well as practical home uses. A report on the two video disc systems available and a further reading list are also presented. P/D.

Rogers, Donald P. "Case Studies for Teaching Organizational Communication," Department of Communication, SUNY at Buffalo. ERIC ED 109 730.

Contains a variety of cases which provide occasions for observing the many factors involved in group operation, such as need satisfaction, need frustration, defensiveness, political behavior, economic maneuvering, social interaction, rejection, alienation, pressure, power, and status effects. Five cases are described for each of the three categories of social groups, economic groups, and political groups. P/D.

———. "The Undergraduate Course in Organizational Communication: Rationale, Objectives, and Strategies," paper presented at the Annual Meeting of the International Communication Association, April 1975, 11 p. ERIC ED 109 728.

Because organizational communication is transdisciplinary in scope, method, and application and because it promises to contribute to the advancement of sciences, it emerges as an important area for study. Four strategies (recruitment, instruction, curriculum, and placement) for an undergraduate course are discussed. P/D.

Rummler, G. "How to Determine What Problems Can-and Can't-Be Resolved by Training," *Training*, Vol. 13, No. 8, Aug. 1976, pp. 18-21.

Rather than ask "What training is needed?" ask "What is the Problem?" A thorough analysis beforehand can determine what is needed. Determine if problem is a lack of knowledge or in execution of the task. Included are questions to be asked to gain necessary data, and a 17-page sample "Request for development of training." P/D.

Scala, Bea. "Management Training: An 'Extension Course' Catalog," *Administrative Management*, Vol. 37, No. 8, Aug. 1976.

Lists the numerous courses offered throughout the United States for executive training. Emphasis of most programs is on communication skills, employee motivation, and self-improvement. P/D.

Scott, Robert E. "Training by Telephone," *Training*, Nov. 1975, Vol. 12, No. 11, pp. 40, 42, 44.

Expanding knowledge necessitates continuing education for employed professionals. Instruction by means of a telephone system may be the answer. The article explains the procedure used in teaching a graduate/undergraduate course in supervision and its results. P/D.

Smith, James F. and William G. Matheny. "Continuation Versus Recurrent Pilot Training," Air Force Resources Lab, Brooks Air Force Base, TX, May, 1976, 14 p.

Provides a brief literature survey on the retention of communication skills relevant to pilot training. P/D.

Smith, Preston. "Management Modeling Training to Improve Morale and Customer Satisfaction," *Personnel Psychology*, Vol. 29, No. 3, Autumn 1976, pp. 351-359.

This study indicated that Management Modeling Training can improve managers' communication behavior and employees' perception of managers' communication skills. Behavior Modeling Training also demonstrated its effects on operational measures, specifically employee opinion survey results, customer satisfaction, and sales performance. FS.

Spicer, Christopher. "The Identification of Communication Competencies Required by Future Businesspersons: An Application of the Delphi Method," paper presented at the Annual Meeting of the International Communication Association, Chicago, IL, April 1975, 21 p. ERIC ED 106 888.

A response from 107 experts concluded that current communication courses will not fulfill requirements for undergraduate business and professional students in the 1980's. College courses designed to enhance communication skills such as technical writing and public speaking will no longer fulfill requirements of the future. FS.

Spitzer, Dean R. "Simulations and Games: A Motivational Perspective," *Improving Human Performance*, 1976, Vol. 4, No. 3, pp. 105-114.

Describes current motivational theory with specific concentration on management application of game contexts to heighten motivation of individuals. P/D.

Suessmuth, Patrick. "Training Small Groups: How to Structure Them for Better Results," *Training*, Vol. 13, No. 6, June 1976, pp. 20-21.

Success or failure may depend on such factors as group size, seating arrangements, and instructor performance. Included is a discussion on

six ways in which the group may be structured: task, brainstorming, discussion, tutorial, explorer, and discovery groups. P/D.

Taylor, B. and G. L. Lippitt, eds. *Managment Development and Training Handbook*. New York: McGraw-Hill Book Company.

Discusses latest ideas and applications in management development and training. Contains articles from more than 40 contributors. Five parts include: management development, management training methods, management training programs, organization development, and planning and organization. P/D.

Thiagarajan, Sivasailam. "Using Games to Improve Human Performance: Some General Approaches and Specific Examples," *Improving Human Performance Quarterly*, 1976, Vol. 4, No. 3, pp. 84-95.

Indicates numerous uses for games in various interpersonal contexts, specifically in the areas of integrating instructional content, providing insights, improving organizational performance and organizational decision-making. P/D.

Thomas, Willard. "Confronting the Communication Problem," *Training*, Vol. 13, No. 4, April 1976, pp. 19-20.

The function of the media training group is often misunderstood by its potential users. This internal communication problem can be solved by implementation of one of the requirements for an electronic media system: it must "allow for a standardized, people-oriented input from multiple locations by people already working in the organization." P/D.

Thorne, Edward H. and Jean L. Marshall. "Managerial-Skills Development: An Experience in Program Design," *Personnel Journal*, Vol. 55, No. 1, pp. 15-17.

The authors urge the adoption of an adult-education model for training within the organizational setting. What is most important is the establishment of an environment in which a Management Skills Development program would flourish. The strengths and weaknesses of the MSD program advocated are discussed at length. P/D.

Towers, J. Maxwell. *Role-Playing for Managers*. New York: Pergamon Press, 1975.

The author enumerates and explains the basic concepts of role-playing as a managerial development technique. He also supplies ample examples and exercises for role-playing programs. P/D.

Walter, Verne. "Self-Motivated Personal Career Planning: A Breakthrough in Human Resource Management," *Personnel Journal*, Vol. 55, No. 4, pp. 162-167.

Defines the concept of "Self-Motivated Personal Career Planning" and details specific guidelines for implementing this concept. Results

of a pilot test utilizing this program are reported with positive results. Much of the philosophical basis for this program was based on the work of Raymond B. Cattell. FS.

Winning, Ethan A. "Integrating Management Theory Into Action Programs," *Personnel*, Vol. 53, No. 3, May-June 1976, pp. 21-29.

The author contends that trainers should utilize a multidimensional approach to training blending theory from Herzberg, Maslow, Argyris, and other well known theorists. Another main point drawn from this article is that all training programs should have measurable results in terms of cost reduction, increased productivity, and/or increased skills. T/C.

Wright, Chester, *et al.* "Managing Employee Development: A Step-by-Step Approach," 17 p. ERIC ED 114 631.

Serves as a guide for organizations setting up employee development programs or as an aid for assessing existing programs. Presents in detail, an eight-step process: 1) identifying and ranking learning needs, 2) selecting learning objectives, 3) selecting learning content, 4) selecting learning approaches, 5) selecting learning resources, 6) selecting participants, 7) conducting the learning experience, and 8) evaluating and feedback. P/D.

Yavarkovsky, Jerome and Warren J. Haas. "The Columbia University Management Program," paper presented at the General Council Meeting of the International Federation of Library Associations, Washington, DC, Nov. 1974, 10 p. ERIC ED 107 283.

Explores a case study by a management consulting firm which attempts to improve library performance via reviewing and strengthening the organization and recasting staff composition and deployment patterns. FS.

Yousef, Fathi S. and Nancy E. Briggs. "The Multinational Business Organization: A Schema for the Training of Overseas Personnel in Communication," 1975, 21 p. ERIC ED 112 442.

Focusing on cross-cultural verbal and nonverbal communication behavior of personnel in multinational organizations, this paper proposes a schema for the training of overseas personnel and gives examples of different problems which arise in cross-cultural contacts. P/D.

Zakraishek, Edward A. "Increase Your Professionalism—A Guide to Self-Development," *Supervisory Training*, Vol. 21, No. 2, Feb. 1976, pp. 30-33.

Extra training can equip a manager to function well in any situation. Included is a "how to" discussion, in three sections: Help Yourself (i.e., manage time and delegate more effectively); Help the Company (i.e., train a replacement, know how to motivate); and Let the Company Help You (i.e., search means for self-achievement, company policy, goals, and objectives). P/D.

Zemke, Ron. "A Way to Train People to Manage Interpersonal Relations Better," *Training*, Vol. 13, No. 8, Aug. 1976, pp. 14-16.

Briefly summarized are the various attempts at explaining leadership effectiveness (Ohio State Studies, Blake and Mouton, Fiedler, Factor Analysis). MIR (Managing Interpersonal Relations) technigue suggests role shifting—studies by Merrill and Taylor show that versatility alone is a predictor of success. Included are two aids used in the MIR program. P/D.

———. "The Basics of 'Contingency Contracting'," *Training*, Vol. 13, No. 9, Sept. 1976, p. 53.

Contingency contracting is an attempt to use a systematic program of positive reinforcement. Article discusses the basic "deal," the reinforcement menu, ten rules for successful contract writing (i.e., the contract payoff must be immediate), and the levels of contracting. P/D.

(No author; alphabetized by title)

"Developing a Reservoir of In-House Talent," *Administrative Management*, Vol. 37, No. 8, Aug. 1976.

Reports one company's success with MBO training program and religious follow-up sessions attended by both managers and workers alike. Emphasizes importance of full company involvement in the training program. P/D.

"Housing Mangement: Group Development in Low-Rent Housing," Richmond Redevelopment and Housing Authority, Richmond, VA, March 1976, 18 p. Contract No. HUD-H-1607.

Training manual for residents in group dynamics, problem-solving, and communication skills prior to their employment on the agency staff. P/D.

"Housing Management: Pre-Occupancy Tenant Organizations," New Haven Housing Authority, New Haven, CT, March 1976, 94 p. Contract No. HUD-H-1805.

Summarizes an orientation program for new tenants which attempted to communicate comprehensive information about their apartments, development, and community. Includes information about the resources available to the tenants as well as rules by which they were expected to abide. The program significantly reduced delinquency rates and maintenance costs through increased communications between staff and tenants. P/D.

"Supervision and Group Performance; Instructor's Guide: Interagency Training Program," Civil Service Commission, Washington, DC, Bureau of Training; MF 0.76.

Designed to acquaint supervisors with theories of motivation, group dynamics and change, and leadership. Discusses participation, role-playing, and management simulation. Divided into topics of individual employee, individual supervisor, employee as group member, and supervisor as group member. Contains discussion on MBO, leadership styles, communication, problem-solving, and others. P/D.

SEE ALSO

Interpersonal Communication: Albano, Bell, C.R., Bell, R., Bledsoe, Comaford, Corporan, Demidovich, Dunn, Goldhaber, James, Koberg, Lippitt, Maier, Mills, Sperry, Zemke, Zenger

Intragroup Communication: Bradford, Coon, Jay, Lyman

Intergroup Communication: Becker, Goddu

Communication Factors and Organization Goals: Adams, Becker, Bergquist, Boyer, Claycombe, Dobbs, Franklin, Frey, Fry, Goddu, Hazer, Kanfer, Kramarsky, Kuriloff, Mattox, Muller, Newton, Nickerson, Pilla, Swansburg, Tagliaferri

Communication Media: Balsley, Berger, Eraga, Brasaw, Buchele, DeGise, Finley, Grabowski, Hanson, Heines, Mahoney, Mathes, Nammacher, Newman, Robinson, Tersine, Thomas, Wood, Uris

Communication System Analysis: Cote, Franklin, Sorensen, Stone, Strasmann

Research Methodology: Dimartinio, Dyer, Ekpo-Ufot

Texts, Anthologies, and Reviews: Dutton, Farnsworth, Finkel, Mahler, Towers, Young

COMMUNICATION MEDIA IN ORGANIZATIONS: SOFTWARE AND HARDWARE

BOOKS AND DISSERTATIONS

Barban, Arnold M., Stephen M. Cristol, and Frank J. Kopec. *Essentials of Media Planning: A Marketing Viewpoint.* Chicago: Crain Books, 1976.

Although the primary emphasis of this book is on the organization's external communication, included is a discussion of the necessity of coordinating intraorganizational problems, data, and objectives. P/D.

Bell, John C. *Computer Based Management Information Systems in Medium Size Public School Districts.* Ed.D. Dissertation, New Mexico State University, 1975, DAI, Vol. 36, No. 11, p. 7072-A.

Finds that computer usage is widespread in medium size U.S. public school districts with the most important application being that of automating routine clerical chores. Examines other applications and developing trends in schools' use of computers. Notes problem indicated by respondents relating to the lack of knowledge regarding the potential of computers. FS.

Brusaw, Charles T., Gerald J. Alred, and Walter E. Oliu. *The Business Writer's Handbook.* New York: St. Martin's Press, 1976.

Prescriptive remarks as well as descriptive illustrations are included in this handbook's treatment of such topics as grammar, format, job descriptions, memorandums, proposals, reports, etc. A topical key to its alphabetical listings and a cross-referenced index are included. P/D.

Dandurand, Lawrence. *An Empirical Determination of Perceived Information Source Intensities, Their Interrelationships, Their Relationships Relevant to Specific Stages in a Multinational Decision Process, and Their Relationship to Other Factors.* Ph.D. Dissertation, University of Missouri, Columbia, 1975. DAI, Vol. 36, No. 7, p. 4602-A.

Investigates the problem of providing useful information to multinational executives by developing an efficient multinational management information system (MMIS). General theme is that an efficient MMIS is based on an accurate model of the executive decision process which identifies relevant decison process variables and specifies their interrelationships. FS.

Geisler, Jerry L. *An Evaluation of Benefit Communications Program.* Ph.D. Dissertation, University of Missouri, Columbia, 1975. DAI, Vol. 36, No. 10, p. 6790-A.

Notes many relationships of benefit communications programs including: 1) the frequency of communications, 2) satisfaction with benefits

is higher if the employee perceives self as participating in decisions about benefits, 3) an effective benefit communication program leads to higher satisfaction with benefits, and 4) job satisfaction directly relates to satisfaction with benefits. FS.

Kuehn, Richard A. *Cost Effective Telecommunications.* New York: AMACOM, 1975.

An easy-to-read explanation of the economic aspects of telecommunications. Oral and written transmission systems are included. The appendix includes many technical tables, e.g., poisson distribution tables, international telegram rates, etc. P/D.

Martin, James. *Principles of Data-Base Management.* Prentice-Hall, Inc., 1976.

This book covers logical and physical data structures, data security, accuracy and privacy, data-base management software, data-base evolution and growth, and the uses of data bases in management information systems. T/C.

Mathes, J. C. and Dwight W. Stevenson. *Designing Technical Reports: Writing for Audiences in Organizations.* Indianapolic, IN: Bobbs-Merrill Company, Inc., 1976.

Designed for engineering students, this book emphasizes the stylistic requirements of technical writing as well as audience analysis and contextual problems. The appendicies include sample progress, formal, and informal reports as well as a technical paper and manual. P/D.

McMurray, Kermit A. II. *A Content Analysis of Governing Board Policy Statements of Four Selected University Systems.* Ph.D. Dissertation, University of Nebraska, Lincoln, 1975. DAI, Vol. 36, No. 8, p. 4923-A.

Studies documents incorporating policies as provided by four university corporate secretaries in order to determine if statements there-in are policies, goals, or rules. Finds that many policy statements are lacking in scope and some are out of date. Also, not all approved policies were reporded in written form. Recommends periodic review and updating of board policy manuals. FS.

Munford, E. and H. Sackman, eds. *Human Choice and Computers.* New York: American Elsevier Publishing Company, 1975.

Intended for those interested in the human/computer interface. This text discusses information retrieval, design of computer systems, and the use of computers in organizations. P/D.

Murdick, R. G. and J. E. Ross. *Information Systems for Modern Management,* (2nd Ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

Centered on uses of the computer for management, Chapter three includes a section called "The Informal Organization as a Social System." P/D.

O'Dell, Robert. *Identification and Utilization of Information Sources by School Board Members.* Ed.D. Dissertation, Bell State University, 1975. DAI, Vol. 36, No. 8, p. 4929-A.

Identifies information sources for factual data and background information essential to the making of decisions by Indiana school board members. Discusses degree of satisfaction with information sources utilized and conditions which tend to hamper more complete utilization. Findings disclosed certain sources used for most problems, while the use of other sources depends on type of problems. FS.

Palm, Larry B. *A Study of Videotaped Behavior and Its Relationship to Perceived Leadership Behavior.* Ed.D. Dissertation, Boston University School of Education, 1975. DAI, Vol. 36, No. 8, p. 4930-A.

Studies the relationship between getting-the-job-done behavior and emotional behavior in a leadership context and attempts to see if behavior within groups is influenced by the operation of videotape equipment. Findings indicate that participants of this study find little effect on their behavior from the operation of the videotape equipment either at the start or end of the study. LS.

Redman, David E. *The Impact of Information Technology on Hospital Management Information Systems: A Comparative Study.* Ph.D. Dissertation, The American University, 1975. DAI, Vol. 36, No. 6, p. 3184-A.

Emphasizes the use of computers in management information systems (MIS). Employs a questionnaire to study three large hospitals in different environments for different job classifications and levels of management. Greatest problem identified was that of a need for more orientation and training on computer systems. FS.

Robinson, John J. *The Written Classroom Observation Report: Its Use and Effectiveness in Connecticut Senior High Schools.* Ed.D. Dissertation, Hofstra University, 1975. DAI, Vol. 36, No. 12, p. 7795-A.

Studies the value of written classroom observation reports in the improvement of instruction. Concludes that most teachers do not believe the written report helps *tenured* teachers improve instruction, while superintendents, supervisors, and teachers perceive the observation report as contributing to the improvement of *probationary* teachers. FS.

Sharifi Fardi, Mohsen. *A Pragmatic Approach to Development and Application of Total Information System.* Ph.D. Dissertation, Louisiana State University, 1975. DAI, Vol. 36, No. 12, p. 8138-A.

Indicates that the concept of "total information system" means different things to different people. Examines subject in terms of 1) semantical problems, 2) hardware, 3) software, and 4) data base development. Includes an actual total information system for a parish school board. FS.

Uris, Auren. *Memos for Managers.* Thomas Y. Crowell Comapny, 1975.

Part I focuses on the various types of memos and offers suggestions for the development of clear language, thought organization, and dictation. Part II is a compendium of sample memos illustrating three basic message types—directive, advisory, and informative. P/D.

Vaughn, Milford A. *The Complexities of Implementing a Management Information System.* Ed.D. Dissertation, Virginia Polytechnic Institute and State University, 1976. DAI, Vol. 36, No. 8, p. 4950-A.

Provides an analysis of the implementation of a management information system at the Federal City College in Washington, DC, including the influence of various processes that were employed and the handling of problems. FS.

Weizenbaum, J. *Computer Power and Human Reason from Judgement to Calculation.* San Francisco: W. J. Freeman, 1976.

Compares computer information processing and human information processing. Author contends that human problems must be met on human terms and that computers cannot solve these problems. T/C.

Wilson, Elma B. *Educational Telecommunications: Implementations for the Use of Educational Telecommunications (Specifically, Cable Television) and Other Forms of Instructional Technology in the Detroit Public Schools.* Ph.D. Dissertation, University of Michigan, 1976. DAI, Vol. 37, No. 3, p. 1350-A.

Concludes that serious consideration must be given to the development of an effective, innovative educational telecommunications system that will serve present and future instructional needs of the students and staff of the Detroit public schools; and that the Communi-Cable concept is viable enough for serious consideration and future study. FS.

ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS

Ahlers, David M. "Management Information Systems, From Spyglass to Pocket Calculator," *Financial Executive,* Vol. XLIV, No. 7, July 1976, p. 44.

Author claims that management information systems have great impact on productivity and communication via integration of "hard" technology into daily working. Article develops an unscientific assessment instrument (20 items) to diagnose the role of MIS technology. P/D.

Balsley, Gene. "Survival School at the Statler," *Training,* Oct. 1975, Vol. 12, No. 10, pp. 33-35.

A three-day course in video was held at the Statler-Hilton in NYC, discussing the need for the application of video equipment. Practitioners discussed decision making in video, consideration of hardware/software, choice of media, the financial aspect, and training applications. P/D.

Berger, Gladys. "AV: Getting What You Need," *Training*, Oct. 1975, Vol. 12, No. 10, p. 52.

Provides tips for the preparation of an audiovisual presentation and includes a list of the most commonly used audiovisual equipment. Emphasis is on off-site locations. P/D.

Braga, Gary. "The Matrixed Reference Piece—It Just Might Belong in Your Training Program," *Training*, Vol. 13, No. 2, Feb. 1976, pp. 24-35.

Quite often essential information is not as readily available as needed. The use of a matrixed reference piece may be the answer. Discussed are a description of this system and uses in various situations. P/D.

Brown, R. V., C. R. Peterson, and W. H. Shawcross, *et al.* "Decision Analysis as an Element in an Operational Decision Aiding System (Phase 11)," Nov. 1975, Report No. TR-75-13 for Decisions and Designs, Inc., McLean, VA, AD-A018-109/9GA.

Focuses on the potential contributions of advanced decision analysis techniques as aids in the development of operational plans and as a selection tool in the execution phase of task force operations. Nine prototype aids were discussed and related for application in varying degrees on an interactive computer graphics terminal. This analytic research was developed for the tactical support of naval task force commanders. P/D.

Buchele, Mary Beth. "How to Choose- and Use-Cassette Tape Recorders," *Training*, Vol. 13, No. 9, Sept. 1976, pp. 58-65.

Presents a two-part article discussing the types of cassette recorders, how various corporations are making use of them, and charts including information on brand items and their specifications. Also included is advice on how to maintain your cassette recorder. P/D.

Christie, Bruce. "Willingness to Telecommunicate and General Attitude," *Perceptual and Motor Skills*, Aug. 1975, Vol. 41, No. 1, p. 102.

General attitude towards telecommunication system significantly predicted willingness to use the system rather than travel. FS.

Cleland, David I. and William R. King. "Competitive Business Intelligence Systems," *Business Horizons*, Vol. 18, No. 6, Dec. 1975, pp. 19-28.

This article points out that few businesses have adequate information about their competitors. The development of an intelligence system may help a firm's productivity. A plan for collecting, evaluating, and disseminating information about a competing firm is presented by the authors as well as a model for implementation. P/D.

Cohen, Miriam F. "Information: Where to Find What You Need," *Supervisory Management*, Vol. 21, No. 5, May 1976, pp. 2-8.

Adequate information may mean the difference between good and bad performance. Discussion centers on various sources the manager may use. These include library services, professional organizations and journals, directories and reference books, government publications, and computer searching. P/D.

Culpepper, Maryanne G. "Design Trends in Editorial Presentations: A Survey of Business Communicators," paper presented at the Annual Meeting of the Association for Education on Journalism, 1975, 29 p. ERIC ED 113 724.

Presents the results of a study examining the design and editing of more than 300 business publications. Publications intended for stockholders or employees, or both, were reported. FS.

DeGise, Robert F. "Writing: Don't Let the Mechanics Obscure the Message," *Supervisory Management*, Vol. 21, No. 4, April 1976, pp. 24-28.

Complying with the mechanics of writing should not override communication effectiveness. Guidelines are discussed to achieve an informative writing style which focuses on effective communication such as: 1) keep words simple, 2) do not sacrifice communication for rules of composition, 3) write concisely, and 4) be specific. P/D.

Engwall, Lars. "Response Time of Organizations," *Journal of Management Studies*, Vol. 13, No. 1, 1976, pp. 1-15.

The speed of communication between business firms and their environment is examined with bidding requests in the printing industry. FS.

Eure, Jack D. Jr. "Applicability of American Written Business Communication Principles Across Cultural Boundaries in Mexico," *The Journal of Business Communication*, Vol. 14, No. 1, 1976, pp. 51-64.

An experiment is reported to test whether or not American business writing techniques are appropriate to use in a Spanish-speaking culture. Semantic differential scales are used. There tended to be little difference between the groups' determination of effective writing. LS.

Finley, Otis E. Jr. "Using Super 8 as a Video Display Training Medium," *Training and Development Journal*, Vol. 29, No. 12, Dec. 1975, pp. 36-38.

Since the initial use of film video players, super 8 film has become a very attractive means for video presentations. Article discusses various uses of super, its advantages (e.g., cost), and examples of how it has been
used by different organizations. P/D.

Githens, William H., William A. Shennum, and William A. Nugent. "Personnel Characteristics Relevant to Navy Technical Manual Preparation," Navy Personnel Research and Development Center, San Diego, CA, Dec. 1975, 53 p. Government Report No. NPRDC-TR-76-26.

Examines characteristics of Naval technicians. It was found that personnel characteristics could be grouped into attitudes, which could in turn be related to reading comprehension and technician job performance. Results were used to aid technical manual writers. T/C.

Grabowski, Stanley M. "How a Trainer Can Use 'ERIC,'" *Training and Development Journal*, Vol. 30, No. 4, April 1976, pp. 28-31.

The Educational Resources Information Center (ERIC) is an effective means of finding the information you need. Discussion centers on the use of ERIC system, including the *Thesaurus of ERIC Descriptors*, *Resources in Education*, and *Current Index to Journals of Education*. Includes list of helpful sources. P/D.

Hanson, Keyte L. "Using an Audio-Visual Format for Training Insurance Agents," *Training and Development Journal*, Vol. 29, No. 12, Dec. 1975, pp. 40-44.

After trying various training aids, Northwestern Mutual Life Insurance decided on the audiovisual format. Discussion centers on the use of PIP (Programmed Individual Presentation), its various advantages (e.g., cost, easy operation, capacity), and the effects that this system has made. P/D.

Heines, Jesse M. "Style and Communication in Interactive Programming," paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference, Portland, ME, Aug. 1975, 19 p. ERIC ED 111 420.

Examines research on man-machine communication to gain insight into techniques for improving interactive programs through the enhancement of communicative style. A simple interactive program that tries to incorporate some of the recommendations cited is included as an appendix. P/D.

Kneitel, A. M. "Computer-a-cator in Business," *Journal of Systems Management*, Vol. 27, May 1976, pp. 15-19.

Author claims that management is not using computers for decision-making. Because of problems linked to lack of communication between management and systems analyst, he recommends a liaison person, or "computer-a-cator." This person would program a computer for more effective output attractive to managers. P/D.

Luthans, Fred and Robert Koester. "Impact of Computer Generated Information on Choice Activity of Decision-Makers," *Academy of Management Journal*, Vol. 19, No. 2, June 1976, pp. 328-332.

Authors set out to prove that computers have affected management decision-making and have changed traditional line-staff relationships. The study suggests that computerized information affects both experienced and nonexperienced personnel. FS.

Mahoney, Thomas A. and George T. Milkovich. "Computer Simulation: A Training Tool for Manpower Managers," *Personnel Journal*, Vol. 54, No. 12, pp. 609-637.

Presents a disruption of the systems model developed and discusses its benefits and disadvantages. Basically the authors utilized a computer simulation called the Minnesota Manpower Management Simulation. This simulation represents the most important personnel decisions, the consequences for manpower performance measures, and achievement of corporate results. FS.

Nammacher, Thomas J., ed. "How to Choose- and Use-Filmstrip Projectors," *Training*, Vol. 13, No. 8, Aug. 1976. pp. 27-32.

Offers advice on which filmstrip projector is best to meet your training and communication needs. Includes charts on the four types of projectors—silent rear-screen, silent front projection, sound rear-screen, and sound front projection. Also includes examples of how various companies use these types of media. P/D.

Newman, Ruth G. "Case of the Questionable Communiques," *Harvard Business Review*, Vol. 53, No. 6, pp. 26-40.

Takes a critical look at letters of explanation to employees written by three executives. By an analysis of each letter, the author points out the important role written communications play in many management problems. Three commentators discuss the tone, timing, authorship, style, and emphasis as variables in effective written communication. P/D.

Peretti, Peter O. and Chris Lucas. "Newspaper Advertising Influences on Consumers' Behavior by Socioeconomic Status of Customer," *Psychological Reports*, Dec. 1975, Vol. 37, No. 3, pp. 693-694.

Advertising tends to affect lower-class consumers' buying more than that of middle-class consumers. Reading newspaper advertising leads to increased purchasing of advertised item by consumer. FS.

Petersen, D. J. and R. L. Malone. "The Personnel Effectiveness GRID (PEG): A New Tool for Estimating Personnel Department Effectiveness," *Human Resource Management*, Vol. 14, No. 4, Winter 1975, pp. 10-21.

Examines the difficulties inherent within formal personnel evaluations, some parameters for a valid evaluation program, and a model for conducting the evaluation. Authors claim that use of their GRID can aid the formation of the evaluation system. P/D.

Robinson, George D. "Schooling the Middle Manager. Professional Study No. 5406," Air University, Maxwell AFB, AL, April 1974, 120 p. ERIC ED 110 690.

Evaluates industrial approaches to management development programs to ascertain the applicability of using similar schooling techniques in

Air Force managerial development. The primary emphasis is on where the Air Force might benefit from industry's experience in the middle management area. P/D.

Schewe, Charles D. "The Management Information System User: An Explanatory Behavioral Analysis," *Academy of Management Journal*, Vol. 19, No. 4, 1976, pp. 577-590.

No significant relationship was found between attitudes and system usage behavior in ten food processing plants. Of particular interest are the operational variables of 1) perception, 2) exogenous variables, 3) attitudes, and 4) system usage. FS.

Silverman, Buddy R. "The Role and Effectiveness of Department of Defense Periodicals," *The Journal of Business Communication*, Vol. 13, No. 4, 1976, pp. 17-34.

This article reports the general problems examined by the Secretary of Defense Periodicals Evaluation Task Force, their key findings, and their recommendations. Recommendations include a system of policy guidance, criteria and standards for publication, management review, and quality controls. FS.

Stoll, Francois C., *et al.* "The Effects of Four Communication Modes on the Structure of Language Used During Cooperative Problem Solving," Johns Hopkins University, Department of Psychology, Baltioare, MD, Nov. 1975, 208 p. Contract N00014-75-C-0131, Grant NSF-GN 35023.

Research, based on the use of Fries' analysis of the structure of English, was conducted on 20 two-person teams on cooperative problem-solving language. Experimenting with four channels of communication, the research found a significant shift in language structure: 1) verbal communication used more pronouns and function words and 2) handwritten messages had fewer pronouns, verbs, and verb derivatives. LS.

Strawhorn, John M., Richard L. Omerso, and William A. Creager. "Improving Dissemination of Scientific and Technical Information: A Practitioner's Guide to Innovation," Capital Systems Group, Inc., Rockville, MD. PB-247 057/3GA, Contract No. NSF-C950.

This guide deals with techniques for the dissemination of recorded information. The guide is presented according to the amount of departure from conventional journal and monographic publishing. Numerous individual entries, describing specific innovations, are presented in each section and each section is organized so the reader may select varying degrees of change. P/D.

Telzer, Ronnie. "AT&T's Video Network: A Systems Approach to Corporate Communications," *Industrial Photography*, Vol. 24, No. 11, Nov. 1975, pp. 30-32, 34, 37.

Bell Lab's management uses an elaborate CCTV network to produce and present "soap opera"-like problem situations to supervisors. More

impactful than memos, these episodic messages remind people to listen carefully, follow through, and prevent waste. Bell also plans to reach hourly workers this way. P/D.

Tersine, Richard J. and Walter J. Riggs. "The Delphi Technique: A Long-Range Planning Tool," *Business Horizons*, Vol. 19, No. 2, April 1976, p. 51+.

Describes the difficulties an organization faces in long-range planning. The authors prescibe use of the Delphi Method to help curtail the problems of group decision-making. By collecting opinions via questionnaires, increased accuracy is achieved. The main idea is that judgmental decisions are facilitated by judgmental techniques. P/D.

Thomas, Willard. "Crossing the Delaware," *Training*, Vol. 13, No. 3, March 1976, pp. 14, 16.

The author looks at a requirement for the successful implementation of an electronic media system: "The system must begin with the subsystems already in place and be capable of using or converting materials and programs which are already available." P/D.

———. "Environmental Effects," *Training*, Nov. 1975, Vol. 12, No. 11, pp. 46-50.

The successful media manager must be aware of environmental forces and control as many of these forces as possible. Two factors are discussed: organizational location of the media production group and organizational communication tradition. Centralization and consolidation of media support is also discussed. P/D.

———. "How to Pick a Video Camera That's Right For Your Training Needs," *Training*, Vol. 13, No. 7, July 1976, pp. 34-39.

Before buying, decide what your objectives are, what your budget is, learn technical jargon, compare different models, write for information, eliminate those that don't meet your needs, narrow your choices, have demonstrations, check with other organizations, then select the camera you want. Included are charts of various cameras and their characteristics. P/D.

———. "It's Important to Phase Development of Your Organization-wide Electronic Media System," *Training*, Vol. 13, No. 5, May 1976, p. 45.

Electronic media systems are not installed in one step. Rather, they must be phased in. The three dimensions of phasing discussed are time (catalytic events and the stage of development of the system), location, and equipment. Also discussed is management involvement. P/D.

———. "Latent Potential—for Profit," *Training*, Vol. 13, No. 1, Jan. 1976, pp. 30-32.

Maintains that an organizationwide electronic media system can save a lot of money. Media trainers should see the profit to be realized. Listed are ten requirements for a successful system. P/D.

———. "Lighting the Way," *Training*, Vol. 13, No. 2, Feb. 1976, pp. 20, 42, 48.

The use of an electro-digital-data stream in an electronic media center can provide organizational savings. Discussed are the uses of such a stream, and ten essentials in the design and use of it (i.e., data storage, routing capability, conversion capability). P/D.

———. "Warning: Follow the New Technology—But Don't Buy Until it Becomes Cost-Effective," *Training*, Vol. 13, No. 6, June 1976, pp. 31-32.

A successful electronic media system requires that the system "be designed to allow the integration of new equipment and techniques as they become cost effective." This requires familiarity with three factors: the organization itself, the trend in technology, and the marketplace. P/D.

Treece, Malra. "Cut the Cost of Communicating," *Supervisory Management*, Vol. 21, No. 2, Feb. 1976, pp. 6-11.

Although the communication system is a vital part of most businesses, costs can be cut. Suggestions include the use of electric typewriters, photcopying, telephone services, form letters and paragraphs, mail service, eliminating unnecessary memos, and delegation of letter writing. P/D.

Villere, Maurice F. and G. Kent Stearns. "The Readability of Organizational Behavior Textbooks," *Academy of Management Journal*, Vol. 19, No. 1, 1976, pp. 132-136.

Flesch Reading Ease Scores were determined for 19 textbooks in organizational behavior, and recommendations were made as to which belongs at the graduate and undergraduate levels. P/D.

Wance, William W. *et al.* "The Enlisted Evaluation Report DA Form 2166-4 July 1, 1970 Revision," Army Enlisted Records and Evaluation Center, Ft. Benjamin Harrison, IN, May 1976, 74 p. Report No. TM 39.

Presents a revised Enlisted Evaluation Form (EERO for rating soldiers in pay grades E-5 or below. One of the primary objectives in the revisions was to facilitate communication between the supervisor and soldier regarding job performance and improvement. P/D.

Weeks, Francis W. "Current Issues in the Practice of Business Communication in the U.S.A.," *The Journal of Business Communication*, Vol. 13, No. 3, 1976, pp. 61-68.

Several issues about current trends in business writing are explored. Among them is the current attack on correctness of language. P/D.

Weiss, W. H. "Improving Your M.I.S.," *Administrative Management*, Vol. 37, No. 9, Sept. 1976.

Explains the M.I.S. (Management Information Systems), one computer system which stores vital data concerning the corporation. Weiss suggests that properly utilized M.I.S. can strengthen communication potential and reduce operating costs. Discusses how to set up an M.I.S. within a corporation. P/D.

Wood, Ray and Gene Theslof. "The Advantages of Slide Projectors," *Training*, Vol. 13, No. 5, May 1976, p. 53.

Quite often a training program doesn't require the use of elaborate multimedia or videotape to be effective. Something as old as the slide projector can accomplish the task. Discussed are four reasons for its use: simplicity of preparation, equipment reliability, cost of a slide program, and ease of modification. P/D.

(No author; alphabetized by title)

"An Approach to Productivity Improvement in the Public Sector: A Procedural Manual," Nassau County Multi-Municipal Productivity Project, Mineola, NY, July 1975, 110 p. Contract No. L-74-74.

Improved productivity of municipal services is best accomplished through employee involvement and with public support. This manual demonstrates how to measure productivity and improve it through systems analysis and how to communicate program objectives and goals. Attitudinal survey of employees and training and pilot programs are explained. Training manual and glossary included. P/D.

"Housing Management: Communication," Wilmington Housing Authority, Wilmington, DE, March 1976, 7 p. Contract HUD-H-1808.

Provides details on the Authority's public relations program that consists of a monthly newsletter for housing residents and a quarterly report for local leaders in government, industry, labor, and the private sector. Purpose is to help in removing the stigma attached to low-income housing. P/D.

"Housing Management: Community Information Strategy Guide," Greensboro Housing Authority, NC, March 1976, 74 p. Contract No. HUD-H-1803.

Guide for building community support and involvement in local public housing programs. Suggests coordination of educational and informational activities to improve communication between the agency and the local community. P/D.

"Housing Management: Management Information System. Volume IX Public Housing Information System," Wilmington Housing Authority, Wilmington, DE, March 1976, 56 p. Contract No. HUD-H-1808.

Report compiled for the Public Housing Management Improvement Program which explains a cost-effective manual system for assessing information to facilitate the decision-making process in the agency. The system uses graphics or computer reports to describe all the activities of the agency. P/D.

"Housing Management: Management Information System. Volume XII. Management Information and Communication System," Wilmington Housing Authority, Wilmington, DE, March 1976, 155 p. Contract No. HUD-H-1808.

Describes part of a management improvement program which identified the flow of information through all levels of the agency and its various functional areas. Suggests which functional area information was to be computerized and which to be maintained as a manual system. P/D.

"Housing Management: Monitoring and Evaluation System," Wilmington Housing Authority, Wilmington, DE, March 1976, 40 p. Contract No. HUD-H-1808.

Report compiled for the Public Housing Management Improvement Program which explains data collection and processing techniques that were employed by the Authority to improve its management methods and thereby increase its effectiveness and efficiency in providing services. P/D.

"Housing Management: New Tenant Orientation Procedures," Atlanta, GA, March 1976, 17 p. Contract No. HUD-H-1804.

Presents an orientation program which strives to determine tenant needs as well as assist adjustment to life in low-income housing. P/D.

"Housing Management: Operations Guide to Resident Services Coordination," Greensboro Housing Authority, Greensboro, NC, March 1976, 85 p. Contract No. HUD-H-1804.

Describes a program which emphasizes the importance of an information dissemination program on social services available to residents of a housing project. Through coordination, social services were made more efficient and duplication of services was minimized. P/D.

"Housing Management: Personnel Administration System," New Haven Housing Authority, New Haven, CT, March 1976, 55 p. Contract No. HUD-H-1805.

A manual which is part of the Public Housing Management Improvement Program which proposes a salary administration plan and a performance evaluation system to assist the agency in recruitment, evaluation, and motivation of its staff. P/D.

"Housing Management: Resident Complaint System," Atlanta Housing Authority, GA, March 1976, p p. Contract No. HUD-H-1804.

. Describes a communications management system which improved the handling of written and verbal resident complaints. P/D.

Message Management in a Complex Project," *Administrative Management*, Vol. 37, No. 10, Oct. 1976.

Describes a power company's successful system for keeping up-to-date records on eleven building projects. Explains the organization's DCS (Document Control System), a computerized keyboard entry and retrieval system. P/D.

"New Ways to Communicate," *Administrative Management*, Vol. 37, Jan. 1976, pp. 27-29.

Article describes new ways to communicate by examination of new media such as the picturephone, teleconferencing, sampledot, confravision. The claim is that the cheap cost and convenience for businesses will improve communication in the future. Implications for solving work situation problems are also given. P/D.

"Telecommunications R for Major Auto Insurer," *Best's Review*, Vol. 77, June 1976, pp. 86-87.

Explains the transferral of a mail system of major auto insurer over to an efficient cable telephone system. The cable system increased communication not only within the office, but also with many policyholders. Claim is that it leads to greater satisfaction and productivity within the organization. FS.

SEE ALSO

Intergroup Communication: Bizzell, Movshovitz
Communication Factors and Organization Goals: Allen, Baker, Brown, Dillon, Downey, Fry, Heaton, Mattox, Mullen, Pospisil, Proske, Rader, Rettig, Straub, Weihrich
Skill Improvement and Training: Alpander, Ashen, Branson, Broadwell, Davis, Eastlack, Goldfaden, McKeown, Nammacher, Ovington, Payne, Ploetz, Robson, Scott
Communication System Analysis: Beer, Emery, Harrison, Lokey, London, McElreath, Murdick, Osterman, Randolph, Schroeder, Shapero, Strassmann, Welke
Research Methodology: Scaros, Tersine, Zelen
Texts, Anthologies, and Reviews: Lazarus, Murphy

COMMUNICATION SYSTEM ANALYSIS IN ORGANIZATIONS

BOOKS AND DISSERTATIONS

Abell, Peter, ed. *Organizations as Bargaining and Influence Systems.* New York, NY: Halsted Press, 1975.

Presents operational models of intraorganizational power and influence based on the concept of organizations as complex, decision-making mechanisms. The editor avoids on the one hand, overformalistic models which can only be laboratory tested and on the other hand, shuns mere description. Basically, the models seek to place technology as a determinant of organizational structure. P/D.

Belle Isle, David R. *Likert's Meta Theory of Organizations Applied to Residence Hall Personnel at the University of Northern Colorado.* Ph.D. Dissertation, University of Northern Colorado, 1975. DAI, Vol. 36, No. 7, p. 4136-A.

Provides an application of Likert's theory by a study of ideal and actual perceptions of residence hall organizations as reported by Head Residents and Directors, and residents' perceptions of their respective Head Residents' effectiveness. Among various findings is one at variance with Likert's hypotheses. FS.

Betty, Samuel A. *Some Determinants of Communication Network Structure and Productivity: A Study of Clinic Staff Interaction for Two Philippine Family Planning Organizations.* Ph.D. Dissertation, Michigan State University, 1974. DAI, Vol. 35, No. 9, p. 4704-B.

Assumes that many of the traditional variables in the study of organizations are consequents of communication behavior. Investigates the place of network structure variables (e.g., group connectedness, group dominance) in developing a theory of organizational communication. Network structure variables are viewed as mediators between communication relationship variables and productivity. Findings did not suggest this contention. FS.

Coad, Rosemary A. *A Study of the Effects of Survey-Feedback Data-Based Strategy Intervention Mode of Organization Development on the Educational Staffs of Four Wichita, Kansas, Public Schools.* Ph.D. Dissertation, Kansas State University, 1975. DAI, Vol. 36, No. 5, p. 2524-A.

Findings indicate that educators exposed to planned learning of communication skills, problem-identification, decision-making, and goal establishment do alter opinions significantly in respect to basic organizational processes relative to group process and organizational climate. FS.

Cunningham, John B. *Evaluation Methodologies for Organizational Effectiveness: Applications of Decision Theory and Game Theory*. Ph.D. Dissertation, University of Southern California, 1975. DAI, Vol. 36, No. 6, p. 3844-A.

Studies the rational-goal model and the systems-resource model of organizational effectiveness by means of decision theory and game theory. Develops a number of criteria for applying the models to an organization including coordination and communication. Concludes that the two models can be used to evaluate and describe separate parts of an organization's effectiveness. FS.

Curow, Janet M. *Modifying Management Control Systems to Function As Feedback Systems*. Ph.D. Dissertation, University of Michigan, 1975. DAI, Vol. 36, No. 10, p. 6545-A.

Utilizes an adaptive feedback systems model to analyze information flows in four departments of an auto plant. Finds that management control systems can be modified so they qualify as feedback systems and achieve large dollar savings through increased performance efficiency. FS.

Dingles, Thomas L. *A Likert Systems Study of Naval ROTC Faculty*. Ph.D. Dissertation, The University of Iowa, 1975. DAI, Vol. 36, No. 4, p. 2046-A.

Seeks to provide predicitve knowledge about management systems in higher education, and particularly the Likert assumptions about System 4 behavior. Test was conducted on the population of NROTC faculty in 56 units for an N of 392. Findings show senior personnel and junior personnel differ in perception of prevailing system. FS.

Fitz-Enz, John A. *A Study in Organizational Communications: The Relationship of Age, Organizational Level, and Functional Assignment to Receiver Satisfaction, Interest and Preferred Means of Transmission*. Ph.D. Dissertation, University of Southern California, 1975. DAI, Vol. 36, No. 11, p. 7044-A.

Concludes that age and organizational level of middle management bank officers are the best predictors of attitudes toward the quality and quantity of information provided by the bank's formal communication system; and functional level is not a good indicator. Younger managers tend to be less satisfied and view the bank's communications as absolutes whereas older managers compare the past with the present and see improvement. FS.

Glimell, Hans. *Designing Interactive Systems for Organizational Change*. Goteborg, Sweden: Bas, 1975.

An analysis of the unsuccessful implementation of a computer based information system. The book first introduces the reader to systems design theory and then describes and analyzes the change project. P/D.

Harrison, Anne E. *An Anthropological Study of the Implementation of a Management by Objectives System in a State Agency.* Ph.D. Dissertation, Kansas State University, 1975. DAI, Vol. 36, No. 5, p. 2534-A.

Describes the implementation of a Management by Objectives system in a state agency. Methodology is qualitative, not quantitative. Employs 12 behavioral criteria to assess effort of staff introducing the new managerial system. Most criteria relate to interpersonal oral and written communication. FS.

Heenan, David A. *Multinational Management of Human Resources: A Systems Approach.* Austin, TX: Bureau of Business Research, The University of Texas, 1975.

The author offers some concepts, measures, and directions for managers whose organizations are becoming multinational. He recommends a systems approach to manpower management that includes three interrelated subsystems: internal (the company), external (the nation state), and individual (the manager). P/D.

Holsenbeck, Daniel C. *An Investigation of a University Organization by Means of ECCO Analysis Communication Audit.* Ph.D. Dissertation, Florida State University, 1975. DAI, Vol. 36, No. 8, p. 5082-A.

Maintains that any organizational structure is best transfested through the communication channels, activities, and patterns that exist within it. Finds that ECCO analysis can be utilized effectively to provide information about organizational activities, and that a "communication overload" exists in the university. Numerous other conclusions are also presented. FS.

Immegart, Glen L. and Francis J. Pilecki. *An Introduction to Systems for The Educational Administration.* Addison-Wesley Publishing Company, Reading, MA, 1973.

Author believes systems theory offers a method of operating that squarely confronts the issues of organizational effectiveness and efficiency. Presents an introduction to a wide variety of subjects, including numerous examples that illustrate the relevance of the systems mode of thought and systems procedure. T/C.

Kivatisky, Russell J. *An Exploratory Descriptive Study of Organizational Communication Factors within the Office of the Registrar at Bowling Green State University.* Ph.D. Dissertation, Bowling Green State University, 1974. DAI, Vol. 35, No. 7, p. 3648-B.

Utilizes the data collection methods of participant observation and personal interviewing to explore and describe communication in an organization of higher education. Findings indicate that task-related communication proceeds in a hierarchical fashion, but socio-emotional communication is restricted to group boundaries. FS.

Jin, Kyoman G. *Behavioral Considerations in Management Information Systems Change.* D.B.A. Dissertation, George Washington University, 1976. DAI, Vol. 37, No. 1, p. 441-A.

Premises that the management information system (MIS) change process is not linear, instead it involves loops. A "loop" is defined as a conscious attempt to resolve problems arising from an MIS project, and often resulting in a deviation from the planned sequence of events. Examines loop-resolution processes observed in the implementation of an MIS project for a large-scale public school system. FS.

Lawler, E. E., and J. G. Rhode. *Information and Control in Organizations.* Pacific Palisades, CA: Goodyear Publishing Company, 1976.

Information processing (both human and machine) is the focal point of this volume. There are two particularly interesting sections that are designed toward a communication audit. P/D.

London, Keith R. *The People Side of Systems.* New York: McGraw-Hill Book Company.

The author focuses on the problems inherent with the introduction of a computer system into an organization. Specifically, he studies the impact of a computer system on employee morale and employee relationships. P/D.

Long, Robert W. *A Fault Tree Approach to the Anaysis of Perceived Internal Communication Problems in an Expanding Multi-Campus Community College District.* Ed.D. Dissertation, Brigham Young University, 1976. DAI, Vol. 37, No. 2, p. 834-A.

Identifies and analyzes potential communication failure among management personnel in a community college district. Author gives an example of downward communication as a potential failure path in regard to excessive time constraints, message overflows, lack of personnel, inadequate listening skills, and lack of adequate job instruction. FS.

Lynch, Aubrey James. *The Impact of Change Agents on Organizations.* Ph.D. Dissertation, University of Michigan, 1975. DAI, April 1976, Vol. 36, No. 10, p. 5233-B.

Change agents who maximize criteria for success report greater satisfaction with their efforts than those who do not. The presence of external change agents increases internal change agent satisfaction and intensifies the effect on output. FS.

Mazza, Joseph M. *A General Systems Analysis of an Organizational Communication Climate.* Ph.D. Dissertation, University of Missouri, Columbia, 1975. DAI, Vol. 36, No. 10, p. 6367-A.

Describes and analyzes the organizational communication climate of an industrial company. Description includes structural and attitudinal characteristics. The structural dimension is concerned with communication

goals, activities, primary channels, employee feedback, direction, etc.; while the attitudinal dimension studies employee communication satisfaction with sources of information, reception, supervisory feedback receptiveness, etc. The analysis involves an evaluation of the system in terms of meeting the system's communication goals. FS.

Melcher, Arlyn J., ed. *General Systems and Organization Theory*. Kent, OH: Comparative Administration Research Institute of Kent State Universtiy, 1975.

A collection of articles primarily concerned with theoretical formulations of systems concepts including evaluation and redefinition of concepts presently central to systems theory. The problems and rewards of theses concepts are discussed. T/C.

Murdick, R. G., and J. E. Ross. *Information Systems for Modern Management*. 2nd Ed. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

Overview of modern organization theory based on a systems perspective. Emphasis is upon behavioral aspects. Most of the book is concerned with the use of the computer, however, there is a chapter concerned with social aspects of information control. P/D.

Negandhi, Anant R. ed. *Interorganization Theory*. Kent, OH: Comparative Administration Research Institute, Kent State University, 1975.

A collection of articles including both empirical research and theoretical formulations. Topics include organization-environment interface, intergroup interaction, and interorganizational field. Each of the book's main sections is followed by a critique of the articles. Included are papers by Jay W. Lorsch, Rolland L. Warren, and Jerald Hage. T/C.

Osterman, Dean N. *An Experimental Study to Determine the Relative Effectiveness of Three Diffusion Methods of Introducing Instructional Television to a University Faculty*. Ph.D. Dissertation, University of Oregon, 1975. DAI, Vol. 36, No. 7, p. 4110-A.

Attempts to determine if one of three diffusion methods (brochure, television, or interpersonal communication) is preferred over the others. Finds that the interpersonal communication method is judged as most preferred, the television method is second best, and the brochure method is least preferred. FS.

Randolph, Wallace A. *An In-Depth Analysis of Organizational Communication Patterns as Influenced by an Organizations's Technology*. Ph.D. Dissertation, University of Massachusetts, 1975. DAI, Vol. 36, No. 9, p. 6197-A.

Explores hypothesis that task-related communication patterns is not only a function of human elements, but also related to technology, control and accountability and environment. Communication patterns are defined according to parties involved, purpose, media, and timing. Findings indicate the specialization of purpose for various communi-

cation channels in all levels of technologies, and the changes in communication patterns as the technology increases in certainty. FS.

Razi, Mohammad H. *Internal Institutional Communications at Kabul University*. Ed.D. Dissertation, Indiana University, 1975. DAI, Vol. 36, No. 9, p. 5875-A.

Analyzes formal and informal communication channels involving administration, faculty, and students at Kabul University, Kabul, Afghanistan. Findings indicate that university communication generally coincides with Afaghanistan communication patterns in which top levels of paternalistic family units provide directives that flow down through the organization and are not questioned by subordinates. Recommendations for change are provided. FS.

Rossano, Marcello J. *A Study of Management by Objectives as Perceived and Practiced by Junior Administrators*. Ph.D. Dissertation, The University of Texas at Austin, 1975. DAI, Vol. 36, No. 5, p. 2557-A.

Examines eight junior colleges where management by objectives has been used for at least one year to determine if MBO has produced the results commonly ascribed to it. Finds many humanistic achievements but, for the sample, no indication that MBO serves to improve organizational performance demonstrably. FS.

Rothman, Jack, *et al. Promoting Innovation and Change in Organizations and Committees: A Planning Manual*. John Wiley and Sons, Inc., New York, 1976.

Strategies and guidelines to promote change in organizations and communities are presented for people working in human service agencies. Promoting an innovative program, changing the goals of an organization, increasing participation in organizations, and increasing effectiveness in role performance are discussed. T/C.

Suojanen, Waino W., *et al.* eds. *Perspectives on Job Enrichment and Productivity*. Publishing Services Division, School of Business Administration, Georgia State University, Atlanta, GA, 1975.

This book is a collection of twenty articles that analyze the development and use of job enrichment in diverse organizations, union response to job enrichment, and the outlook for the future. Included are a variety of case studies of job enrichment programs. P/D.

Varney, Glenn H. *An Organizational Development Approach to Management Development*. Reading, MA: Addison-Wesley Publishing Company, 1976.

Differentiating organizational and managerial development, the author argues that traditional development practices have been unsuccessful. An alternative approach is advocated which emphasizes the manager's role within the larger context of the entire organization. P/D.

Vinson, Jane. *Staff Development for Program Consolidation.* Ph.D. Dissertation, Nova University, Florida, May 1975, 430 p. ERIC ED 109 819.

Describes a practicum project that analyzes the organizational structure of the regional service teams at the California State Department of Education. Reviews a strategy to reduce the organizational problems caused by consolidating application procedures for seven state and federal categorical aid programs. Much of the book consists of extensive appendixes containing sample application forms and instructions, analyses of application errors, and various staff development materials. P/D.

Welke, Richard J. *A Conceptual Framework and Methodology for Describing and Evaluating Alternative Information Systems From a Managerial Perspective.* Ph.D. Dissertation, State University of New York at Buffalo, 1975. DAI, Vol. 36, No. 7, p. 4617-A.

Develops a model of the organization in terms of processes, data, and data links. These classes and their subclasses are termed a "cyberstructure." The descriptive model becomes an evaluative model through the use of a simulator that permits altering of the various cyberstructure specifications in terms of informational attributes as timeliness, recency, and accuracy. T/C.

Wright, R. G. *Mosaics of Organization Character.* New York: Dunellen Publications, 1975.

This book is a taxonomy of factors that are concerned with organizational behavior. They include integral and differential factors; these two aspects are viewed in a dialectical mode in terms of how they respond to internal and external inputs. T/C.

ARTICLES, PAPERS, AND U.S. GOVERNMENT PUBLICATIONS

Argyris, Chris. "On Organizations of the Future," Administrative and Policy Studies Series, Vol. 1, No. 03-006, A Sage Professional Paper, 48 p. ERIC ED 108 312.

States that some of the most important causes for organizational deterioration and entropy are related to the fact that organizations have been designed and managed on a restricted view of man. Organizations redesigned to take a more complex view of man into account will have to make changes in their structure, technology, leadership, and managerial controls that reverse the three basic properties in modern pyramidal systems: 1) specialization of work, 2) centralization of power, and 3) centralization of information. T/C.

Armenakis, Achilles, Hubert S. Feild, and William S. Holley. "Guidelines for Overcoming Empirically Identified Evaluation Problems of Organizational Development Change Agents," *Human Relations,* Vol. 29, No. 12, 1976, pp. 1147-1161.

An OD Survey Questionnaire given to OD change agents led to identification of 107 evaluative problems. Communicating the nature of OD to managers was one of the basic problems. FS.

Aubertine, Horace E. "Managing Instructional Materials Production Recommendations from Using McGregor's Theory Y," *Educational Technology*, Vol. 16, March 1976, pp. 9-17.

Describes a study done on the application of McGregor's Theory on an instructional materials development project. It's a short term study about manager accountability to a project and to people. Using Theory Y assumptions, more personal growth and satisfaction were realized. FS.

Beer, Michael, and Robert A. Ruh. "Employee Growth Through Performance Management," *Harvard Business Review*, Vol. 54, No. 4, July-Aug. 1976, pp. 59-66.

The authors describe a system now in use at Corning Glass Works that aids the manager in helping his or her employees by pinpointing behavior that can help or hinder performance. They also discuss the pro's and con's of management by objectives. P/D.

Bhola, H. S. "The Grammar of Artifactual Action," Aug. 1975, 30 p. ERIC ED 109 830.

Examines the process of intervention design as it relates to the grammar of artifactual action. Elements of artifactual action include defining the situation of action and the change agent's relationship to the situation; generating typical expectations about objectives, motivations, and patterns of interaction within the defined situation; and observing the situation to collect data necessary to correct the typical expectations about the situation. Designing an intervention involves a combination of the three related processes. T/C.

———. "The India Education Project: A Case Study of Institution Building and Organizational Conflict," Indiana University, Bloomington, International Development Research Center; Midwest Universities Consortium for International Activities, Inc., East Lansing, MI, May 1975, 100 p. ERIC ED 111 063.

Examines problems facing an intercultural organization that attempted to develop a new identity from a service-oriented to a research and development organization. The case study points out that a new ideology, policy, doctrine, or organizational mission may be easy to own but more difficult to implement. The monograph presents a conceptual reconstruction of the narration using a system anaysis approach of the study of an organization. FS.

Boehm, George A. "Shaping Decisions With Systems Analysis," *Harvard Business Review*, Vol. 54, No. 5, Sept.-Oct. 1976, pp. 91-99.

Experience has shown that the company that fails to systematize its management is courting disaster. In this article, the author describes

some of the methods of systems analysis and looks at how seven companies have integrated them into their decison-making processes. P/D.

Bowers, David G., Jerome L. Franklin, and Patricia Pecorella. "Matching Problems, Precursors, and Interventions in OD: A Systemic Approach," *The Journal of Applied Behavioral Science*, Vol. 11, No. 4, 1975, pp. 391-410.

The authors present three basic principles of change applicable to both physical and social systems: 1) interventions designed to change leadership behavior must be selected to fit properties of the system, 2) certain aspects of systems are predisposed to successful change, and 3) change occurs indirectly through a series of cause/effect successions. P/D.

Brocato, C. J. and S. R. Willcoxen. "Improving Results Through an Integrated Management System: A Case Study—Part 2. Feedback and Revision," *Management Review*, Vol. 65, No. 3, March 1976, pp. 18-27.

Introduces a network system referred to an EAMS (Eastern Area Management System.) This system provided a network for communication which caused workers to care more about their jobs and those with whom they work. In essence EAMS provided a vehicle for better understanding within an organization. FS.

Browning, Larry, Robert Hopper, and Jack Whitehead. "Organizations as Influence Systems," paper presented at SCA Conference and Post-Doctoral Conference on Organizational Communication, San Marcos, TX, Feb. 1976.

Maintains that influence can be seen as the defining process of communication in organizations; it is essentially the process by which power is transformed or actualized at the moment messages are received. The authors contend that influence does not "belong" to individuals, positions, or authorities but rather are time-bound events. Proposes possibilities for research using a model of influence. T/C.

Burgher, R. B. and T. J. Pula. "Maintaining Stability and Vitality in Dynamic Organizations," *Research Management*, Vol. 19, No. 4, July 1976, p. 36+.

Offers several biological models for industrial organizations. In explanation of these models, communication networks are examined to improve productivity, stability, and vitality. It is a very creative, innovative look at dealing with common organizational problems. T/C.

Cammann, Cortlandt and David A. Nadler. "Fit Control Systems to Your Managerial Style," *Harvard Business Review*, Vol. 54, No. 1, pp. 65-72.

This article is based on the premise that control systems are useful tools and not artifacts. The authors outline two kinds of control managers

can use, the positive and negative responses each may elicit, and how managers can decide which kind of control strategy is best for themselves and their companies. T/C.

Cicchelli, Jerry J. "Assessing the Organizational Health of School Systems," paper presented at the Annual Convention of the American Association of School Administrators, Dallas, TX, Feb. 21-24, 1975, 12 p. ERIC ED 112 465.

In considering the organizational functions of school systems, the following assumptions need to be examined: client achievement cannot be used as a major index of organizational health, organizational functioning relates closely to the utilization of available human and material resources, maximizing available resources increases organizational adaptability to change, and schools have limitations and need to recognize them. Relates characteristics leading to an assessment of organizational health and states that procedures for gaining control over characteristics would vary from school system to school system. P/D.

Coelho, Robert J. " Administrative Team Approach—Development and Implemenatation," paper presented at the Annual Meeting of the American Association of School Administrators, Dallas, TX, Feb. 1975, 21 p. ERIC ED 106 947.

Presents a variety of topics concerning the administrative team approach including self-assessment—organization diagnosis, central management team's goals for the system, third-party consultants, management training, management development, problem-solving, advocacy levels, temporary systems, time for meetings and modes of operation, and assumptions in the developmental team model. T/C.

Cote, Ron Roy. "Staff Development Considerations. An Outline Prepared for the Toledo Public Schools," March, 1974. 8 p. ERIC ED 117 839.

Discusses the elements needed to be considered in creating a staff development program. Includes a diagram of a model of staff development and an outline of a program planning sequence. P/D.

Danowski, James. "Environmental Uncertainty and Communication Network Complexity: A Cross-System, Cross-Cultural Test," paper presented at the Annual Meeting of the International Communication Association, 1976, 40 p. ERIC ED 120 861.

Four propositions concerning internal communication, network complexity, and environmental uncertainty are tested at the group level of analysis. Results support the predicted positive relationship between openness and connectivity and the predicted negative relationship between size and connectivity. FS.

Dowling, William F. "To Move an Organization: The Corning Approach to Organizational Development," *Management Review*, Vol. 64, No. 10, Oct. 1975, pp. 43-52.

Studies the implementation of organizational development techniques dealing with both task and organizational structure as well as the interpersonal relationships of individuals and groups. Eight specific conclusions are presented based on this case study. FS.

Dyson, K. H. F. "Instructional Government: A New Perspective in Organization Theory," *Management Studies*, Vol. 13, No. 2, May 1976, pp. 131-151.

Draws a parallel between political organizations and basic organizational structure. Suggests that some basic problems found in organizational theory could be solved if organizations were viewed as open political systems. T/C.

Emery, J. C. "Concepts of Management Information Systems," Pennsylvania University, Philadelphia, Wharton School of Finance and Commerce, Oct. 1973, 20 p. ERIC ED 108 295.

Defines MIS as having the following characteristics: 1) related to ongoing activities of an organization, 2) a man-machine system, 3) composed of a collection of subsystems, and 4) oriented around a large data base. Report deals with the problems of integrating MIS in data-processing functions and integration of organizational activities. T/C.

Evans, Thomas G. "Application of Principles of Organizational Structure to High Technology Activities," Army War College, Carlisle Barracks, PA, Oct. 1975, 27 p.

Provides an extensive review of the literature on organizational structure with an emphasis on the human behavioral and system concepts of organization. Discusses the application of these concepts to high technology activities. T/C.

Falcione, Raymond L. "Communication Audit of a U.S. Senator's Office," paper presented at the Annual Conventions of the Academy of Management, Kansas City, MO, Aug. 1976.

This was the first International Communication Association (ICA) Communication Audit to use all five of its data-gathering instruments (survey questionnaire, interview, communication experience questionnaire, network analysis, and diary method). Communication problems were identified and recommendations for improvement were made. FS.

Franklin, Jerome L. and Gregory J. Spencer. "Organizational Functioning: Concepts Training: A Manual for Navy Human Resource Management Specialists," Report No. NAVPERS-15265, Dec. 1974, 121 p. ERIC ED 110 700.

Manual provides information about the way work is accomplished in organizations. Includes basic tools for teaching and learning these concepts. The social-psychological aspects of organizational functioning, measured by the Navy Human Resource Management Survey is discussed. FS.

Gale, Kenneth Allen. "The Integration of Fragmented Non-Major Systems: A Management Problem," Defense Systems Management School, Fort Belvoir, VA, Nov. 1975, 53 p.

Discusses how the systems approach is important for coordination and integration of new technology programs into existing Air Force weapons systems. Emphasizes that within the Department of Defense, a dynamic, integrative process is difficult to implement because horizontal communication is not encouraged and supported by the bureaucracy. P/D.

Gee, Robert E. "A Method for Relating Research to Corporate Goals," *Research Management*, Vol. 18, No. 6, Nov. 1975, pp. 11-16.

A manager from DuPont explains a method to relate research to corporate goals. He uses a "relevance tree" model to relate to structure and quantify a hierarchy of R&D objectives to inspire employees to "think up" alternate paths to corporate goals. P/D.

Goddu, Roland. "Framework for Analysis and Insightful Action in Organizations," New England Program in Teacher Education, Durham, NH, 1975, 8 p. ERIC ED 114 370.

Provides a frame of reference for assessing where an organization is, what might happen to the organization next, and ways one can influence the organization in a timely, functional, and useful way. The stages of organizational growth are discussed. T/C.

Golembiewski, Robert T., Keith Billingsley, and Samuel Yeager. "Measuring Change and Persistence in Human Affairs: Types of Change Generated by OD Designs," *Journal of Applied Behavioral Science*, 1975, Vol. 12, No. 2, pp. 133-137.

Conceptually, change is not a singular concept. Three kinds are suggested which should improve research. T/C.

Greenbaum, Howard H. and Noel D. White. "Biofeedback at the Organizational Level: The Communication Audit," *The Journal of Business Communication*, Vol. 13, No. 4, 1976, pp. 3-15.

Using a standard diagnosis of organizational communication, the authors pinpoint some common managerial problems and then provide a rationable for periodic auditing of organizational communication. T/C.

Hackman, J. Richard. "Is Job Enrichment Just a Fad?" *Harvard Business Review*, Vol. 53, No. 5, pp. 129-138.

The author postulates that the idea of job enrichment is sound but its implementation yields poor results. Major reasons that such programs fail are enumerated. The author then proceeds to give specific advice as to how job enrichment programs can succeed. P/D.

———. "On the Coming Demise of Job Enrichment. Technical Report No. 9," Yale University, New Haven, CT, Department of Administrative Sciences, Dec. 1974, 33 p. ERIC ED 109 350.

Although job enrichment can lead simultaneously to both improved productivity and an increase in the quality of employee work experiences, observations in a number of organizations suggest that the approach is failing in practice at least as often as it is succeeding. The report explores a number of frequently-observed errors in implementing job enrichment and identifies "successful" job enrichment projects. P/D.

Hageman, Andrew H. Jr. "A Community College as a Coordinator of a Community-Based Organizational Development Program for Older Adult Organizations," paper presented at the Annual Meeting of the American Association of Community and Junior Colleges, Seattle, WA, April 1975, 13 p. ERIC ED 116 084.

Maintains that organizational development, a body of applied behavioral science techniques, can help older adult organizations become more effective by providing ways of building shared understanding of strengths as well as limitations. Because of the high cost of traditional organization development programs, the community college is depicted as an indirect provider of the services to older adult organizations. P/D.

Hammons, James O. ed. "Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974," June, 1975, 179 p. ERIC ED 111 462.

Discusses issues faced by colleges attempting to design a staff development program. Descriptions of successful staff development programs in different size institutions, evaluation methods, use of consultants, recommendations, and a review of the literature are presented. T/C.

Hautaluoma, Jacob E. and James E. Gavin. "Effects of Organizational Diagnosis and Intervention on Blue-Collar 'Blues,'" *The Journal of Applied Science*, Vol. 11, No. 4, 1975, pp. 475-496.

This article is a case study of a small midwestern manufacturing company that suffered excessive turnover among its blue-collar workers in 1972. The positive effects of an organizational development program are enumerated in terms of reduced absenteeism, changed rate of turnover, and more positive attitudes toward work, the company, and supervision. P/D.

Havelock, Ronald G. "Ideal Systems for Research Utilization: Four Alternatives," University of Michigan, Ann Arbor, MI, Center for Research on Utilization of Scientific Knowledge, March 1974, 484 p. Grant SRS-22-55893.

Describes a research utilization system developed for use within a social service context. One of the important component functions suggested is identifying user needs, activating, and communicating. Another important function discussed is the integration of the system and its components. P/D.

Hawes, Leonard. "Displaying 'Evaluating' Procedures: A Study of the Pragmatics of Talk and Writing in Organizations," paper presented at SCA Conference and Post-Doctoral Program on Organizational Communication, San Marcos, TX, Feb. 1976.

Focuses on the study of talking and writing as a cultural resource. Tentative conclusions of this study are that an organization's writing displays and evaluates nonhuman objects and their action relationships with other nonhuman objects. FS.

Henderson, Hazel. "How to Cope with Organizational Future Shock," *Management Review*, Vol. 65, No. 7, July 1976, pp. 19-28.

Organizations are slowly learning that if they, and our society, are to survive, they will need to reformulate their goals and restructure themselves along less pyramidal, hierarchical lines. The article focuses on networks as the key integrative organizational mode in our turbulent social scene. T/C.

Herman, Jeanne B., Charles L. Hulin, and Randall B. Dunham. "Developing a Response Relevant Typology of Organizations," Illinois University at Urbana-Champaign, Department of Psychology, April 1976, 40 p. Report No. TR-76-2, Contract No. N00014-75-C-0904.

Fact analysis is used to develop a typology of organizations which would be relevant to employees' psychological responses to characteristics of their roles. Emphasis is on organizational characteristics relevant to employees' responses and not on the characteristics which differentiate between organizations. Usefulness of facet analysis in organizational research is discussed. FS.

Inn, Andres and Charles L. Hulin. "The Perceived Structure of Organizations," University of Illinois, Urbana-Champaign, Department of Psychology, April 1976, 107 p. Contract No. N00014-75-C-0904.

Utilizing the mulitdimensional scaling method, it was found that objective dimensions of organization were not necessarily with the three perceived dimensions of management-worker dichotomy, management hierarchy, and proximity to production. FS.

Jacob, James N. and Gerald L. Varland. "Organization and Administration of the Department of Research and Development in the Cincinnati Public Schools," paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC, March 1975, 15 p. ERIC ED 106 896.

Discusses the mission, organization, rationale, roles, and functions of the educational department. The paper deals with problems of funding, credibility, relations between research and evaluation vs. planning and development, and problems of relating research and development to other departments of the school system. P/D.

James, Lawrence R., Allan P. Jones, John R. Bruni, *et al.* "Relationships Among Subsystems Context, Structure, Climate, and Performance From the Perspective of an Integrating Model," Texas Christian University, Fort Worth, TX, Institute of Behavioral Research, Dec. 1975, 110 p. Contract No. N00014-72-A-0179-0001, Report No. IBR-75-4.

Using mathematical predictions, the authors discuss research done on 20 U.S. Navy ships studying various domains: structure, context, climate, and accumulated individual differences. Predictive validities suggest a multivariate integrating model which includes a paradigm for the prediciton of subsystem performance and the understanding of underlying relationships. FS.

Jenkins, John A. and Joseph G. Rossmeier. "Relationships Between Centralization/Decentralization and Organizational Effectiveness in Urban Multi-Unit Community College Systems. A Summary Report," Michigan University, Ann Arbor, Center for the Study of Higher Education, April 1974, 33 p. ERIC ED 110 103.

Presents the conclusion of a study in which 3,320 faculty members and administrators at 12 urban multicampus community college districts were asked to indicate their perceptions of the distribution of decisonmaking authority and influence among six organizational levels with regard to five broad organizational functions. Respondents were also asked to indicate their perceptions of organizational effectiveness. Appendices include characteristics of the 12 institutions, studies and graphs illustrating the patterns of organization, authority, and effectiveness discovered. FS.

Johnson, Bonnie. "Communication for Organizing: A Typology of Coordination Formats," paper presented at the SCA Conference and Post-Doctoral Program on Organizational Communication, San Marcos, TX, Feb. 1976.

Addresses the question of how communication functions in creating, maintaining, and dissolving systems of coordination. The author presents a typology of communication or "coordination formats" which are: programmed interaction, planned interaction, collective decision-building, and documentation. The paper suggests that each of the four formats functions somewhat differently in creating systems of coordination. T/C.

Kean, Michael H. "Organizing for Effective Research Management in a Large Urban School System," paper presented at the Annual Meeting of American Educational Research Association, Washington, DC, March 1975, 40 p. ERIC ED 106 986.

Focuses on the organizational structure and management concerns of the Philadelphia school district's Office of Research and Evaluation. The scope, priorities, and organization of the office are examined as well as clientele served, funding, and concerns and solution. P/D.

King, Donald C. and John J. Sherwood. "Monitoring the Process and Evaluating the Results of Organization Development. Paper No. 452," Purdue University, Lafayette, IN, Herman C. Krannert Graduate School of Industrial Administration, April 1974, 28 p. ERIC ED 114 932.

Sketches models of five alternative ways to approach the evaluation of organizational development as 1) ask the expert, 2) what's the target, 3) did we hit the target, 4) mid-course correction, and 5) continuous monitoring. The five approaches are put into organizational context by a survey of some major obstacles to effective evaluation studies. P/D.

Knight, Kenneth. "Matrix Organization—A Review," *Management Studies*, Vol. 13, No. 2, May 1976, pp. 111-130.

Concise overview of the matrix organization. This article explains matrix systems as being both bilateral and multilateral structures. Hence the apparent hesitancy to define matrix organizations arises. States advantages and disadvantages of these organizations which are rapidly increasing in number. P/D.

Kopelman, Richard E. "Organizational Control System Responsiveness, Expectancy Theory Constructs, and Work Motivation: Some Interrelations and Causal Connections," *Personnel Psychology*, Vol. 29, No. 2, Summer 1976, pp. 205-220.

This study tested six hypotheses from which the author draws five main conclusions. Suggests several practical implications for the organizations. One way an organization can obtain a measure of organizational control system responsiveness is to monitor objective performance-reward data. These data provide unobtrusive measures of historical trends in reward practices, and differences in research practices across organizational subunits. FS.

Kruse, Ronald, *et al.* "Interdisciplinary Research Teams as Status Systems," paper presented at the Annual Meeting of the American Society for Engineering Education, June 16-19, 1975, 19 p. ERIC ED 118 450.

Discusses organizational aspects of interdisciplinary research teams in terms of jobs assigned, resources allocated, communication controlled, and output evaluated. Suggestions are made for overcoming problems due to inconsistent or indefinite assignment of responsibility. P/D.

Kuriloff, Arthur H. and Dale Yoder. "Teamwork in Task Analysis. Training Manual V.," California State University, Los Angeles, CA, Nov. 1975, 44 p. Contract No. N00014-74-A-0436-0001.

Discusses use of intervention methods for problem-solving in team situations using such techniques as goal setting, action-planning, and the organization mirror. Emphasizes conflict resolution, role reversal, and team development as tools for organizational change. Includes discussions of management by objectives and matrix organizations. Provides an annotated bibliography emphasizing organization maintenance, development, and teamwork. P/D.

Laszlo, Ervin. "The Meaning and Significance of General System Theory," *Behavioral Science*, Vol. 20, No. 1, Jan. 1975, pp. 9-24.

Describes the nature and parameters of a general system approach. Emphasizes applicability to hierarchical systems. T/C.

Lee, John. "Communication—The Key to Successful Design," *Engineering*, Vol. 218, No. 2, Feb. 1976, pp. 104-108.

A British engineering firm provides a case demonstration of the need for and the means by which a group of departments can function together successfully. P/D.

Lee, M. Blaine and William L. Zwerman. "Designing a Motivating and Team Building Employee-Appraisal System," *Personnel Journal*, Vol. 55, No. 7, pp. 354-357.

The authors advocate a team building appraisal system because this approach forces management to look at a given individual's impact as a part of the total organization. The key to the design of this system is the determination of the desired behavior of each corporate team member. Utilization of this system would also facilitate lateral and diagonal communications in the organization. T/C.

Lokey, Kenneth, R. "Project Organization and Management Analysis of a Model, Satellite Technology Demonstration. Technical Report No. 0127," Federation of Rocky Mountain States, Inc., Denver, CO, 1975, 20 p. ERIC ED 115 226.

Describes the Satellite Technology Demonstration (STD) as a management and organization system designed to accomplish a predetermined set of objectives with the highest quality possible within a federally funded, prenegotiated budget. The STD utilizes a decentralized functional structure and modifications of applicable management science approaches, including Management by Objectives (MBO) and Systems Theory. FS.

Lorange, Peter and Richard F. Vance. "How to Design a Strategic Planning System," *Harvard Business Review*, Vol. 54, No. 5, Sept.-Oct. 1976, pp. 75-81.

The authors examine six essential issues in the design of a strategic planning system: 1) communication of corporate goals, 2) the goal-setting process, 3) environmental scanning, 4) the subordinate managers' focus, 5) the corporate planners' role, and 6) the link between planning and budgeting. P/D.

Mann, Dale. "Ten Years of Decentralization: A Review of the Involvement of Urban Communities in School Decision-Making," Columbia Universitsity, New York, NY, Institute for Urban and Minority Education, Educational Testing Service, Princeton, NJ, 1975, 21 p. ERIC ED 111 908.

Relates areas concerning educational decisions shared as goals by lay communities and school people such as: institutional responsiveness, affective and material community support to schools, educational achievement, and the democratic principle. Four paths through which involvement may affect educational achievement are cited. P/D.

Martin, Haywood H. "How We Shall Overcome Resistance," *Training and Development Journal*, Vol. 29, No. 9, Oct. 1975, pp. 32-34.

Resistance to change within an organization can determine an intervention's success. During a study of organization development implementation strategies on organization change in combat-ready military units, the consultants received feedback as to those actions which caused less resistance to the planned workshop. Samples of these are included. FS.

McElreath, Mark P. "A Comparative Analysis: The Structure and Function of Task-Oriented Communication Within Complex Organizations," paper presented at the Annual Meeting of the Association for Education in Journalism, 1975, 25 p. ERIC ED 117 712.

The results of the study verify that the distenction between people-processing and object-processing organizations is a classification scheme which is helpful in explaining differences in organizational communication systems. FS.

McMillan, Charles B. "Organizational Change in Schools: Bedford-Stuyvesant," *The Journal of Applied Behavioral Science*, Vol. 11, No. 4, 1975, pp. 437-453.

Reports on the failure of a university-based educational change project. The author concludes that organizational change theories would be viable for reaching the goals of improved teaching-learning, but would not be useful in increasing community participation or using schools to effect social change. These latter goals are obstructed by a larger political reality. FS.

McSweeney, John P. "Rumors—Enemy of Company Morale and Community relations," *Personnel Journal*, Vol. 55, No. 9, Sept. 1976, pp. 435-441.

The author discusses, defines, and finally enumerates the destructive effects of rumors within an organization. He concludes that company officials must direct their attention to rumor control techniques and improve the morale of their organizations. He concedes that morale boosting is not an easy task, but well worth the effort. P/D.

Meyer, John W. "Notes on the Structure of Educational Organizations. Occasional Paper No. 3," Stanford University, CA, Stanford Center for Research and Development in Teaching, June 1975, 15 p. ERIC ED 109 768.

Suggests that educational organizations lack internal coordination, especially in the content and methods of what is presumably their

central activity—instruction. Such organizations are "loosely coupled," which means that structure is disconnected from activity, and activity is disconnected from effects. The author explains how organizations with few controls over their central activity persist in their stability and to explain how implicit coordination is achieved. T/C.

Mickelson, John S. "The Information Concept Elaborated for Organizational Studies," paper presented at SCA Conference and Post-Doctoral Program of Organizational Communication, San Marcos, TX, Feb. 1976.

Demonstrates the dynamic and organic nature of information processes systems in general and information processes systems in organizational settings in particular. The two levels of discussion are: 1) a conceptual explication of the information process, and 2) a theoretical discussion of the relations between the information process and the study of complex organizations. These theoretical discussions are intended to lead toward empirical construction for developing organization information retrieval systems. T/C.

Mink, Oscar G. "Facilitating Leadership: A Broader Look at Data Based Interventions," paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC, March 30-April 3, 1975, 10 p. ERIC ED 109 253.

Sustains that rational decision-making by leaders in higher education and similar institutions suffers from both a lack of relevant data and the failure to use data when it is available. Offers a process called a diagnostic review and self-study. To get data into administrative thinking and decision-making discussions, the diagnostic review and self-study was developed expressly to meet the needs of voluntary organizations in periods of special crisis and occasions as well as to facilitate a process of ongoing planning and decision-making. T/C.

Musgrave, Philip. "Eleven Steps for Planning and Evaluating Your Public Relations Campaign," *Management Review*, Vol. 65, No. 8, Aug. 1976, pp. 42-47.

Advocates a simple yet effective method for planning, implementing, and evaluating a public relations campaign systems analysis. This approach necessitates that the expectations of the campaign be identified and that these goals are specifically stated. P/D.

Norwood, Alfred W. and Roger J. Howe. "Merging OD with Planning as a Response to Change," *Management Review*, Vol. 65, No. 6, June 1976, pp. 16-23.

The authors suggests that the merger of OD and planning provides a method to ensure the simultaneous development of both the individual and the organization. T/C.

Parekh, Satish B. "Management Systems Inventory for Institutions of Higher Education," Phelps-Stokes Fund, New York, NY, 1975, 240 p. ERIC ED 111 275.

Describes the Management Systems Inventory (MSI) tool which permits an institution to evaluate itself through objective and subjective observations made on the basis of both facts and perception of those facts by various internal and external organizational units and constituencies. MSI establishes five areas of concentration: applicability of organizational structures to mission; organizational responsibility; the intent to which feedback and evaluation mechanisms assure that responsibilities are carried out and that desired results are achieved; and appropriateness of fiscal operations for sustaining institutional continuity and direction. P/D.

Patten, Thomas H. Jr. and Karen L. Fraser. "Using the Organizational Rewards System as an OD Lever: Case Study of a Data-Based Intervention," *The Journal of Applied Behavioral Sciences*, Vol. 11, No. 4, 1975, pp. 457-474.

Reports a rewards system intervention as part of a multifaceted organizational development effort made in a large nonmanufacturing organization. The results of this study suggest: 1) that rewards system interventions can be fruitful, 2) that the greatest rewards are often perceived by managerial and professional employees as inherent in the work itself, and 3) that improvements are needed in the measurement tools for studying the functions and dysfunctions of rewards systems. FS.

Peery, Norman S. "General Systems Theory Approaches to Organizations: Some Problems in Application," *Management Studies*, Vol. 12, No. 3, Oct. 1975, pp. 266-275.

Examines the general systems theory approach to organizations and its "unquestioned" acceptance within adminstrative theory. This paper attempts to clarify factors of organizations not adequately accounted for in GST; for example, intraorganizational conflict and value diversity. T/C.

Rogers, Don. "General Systems Theory, Modern Organizational Theory, and Organizational Communication," paper presented for a course in Speech Communication, SUNY at Buffalo, Oct. 1973, 16 p. ERIC ED 117 758.

It is maintained in the article that the use of the open systems approach for investigating behaviors of the communicative process allows for a more accurate examination of information diffusion. T/C.

Runkel, Phillip J. *et al.* "Organizational Specialists in a School District: Four Years of Innovation. A Report of the Program on Strategies of Organizational Change," Oregon University, Eugene Center for Educational Policy and Management, Aug. 1975, 1,053 p. ERIC ED 111 107.

Presents a case history of organizational development in the Kent, Washington school district from August 1967 to April 1972. Contains a summary, theoretical scheme and principles used in building the cadre of organizational specialists. Also reviews the concerns of interpersonal skills, and skills that serve to enhance the functioning of systems, i.e., collaborative decision-making among teachers, and power-sharing between principals and teachers. P/D.

Schroeder, Roger G. "College Management Systems Improvement: Management Topics Part of the Review Phase. Working Paper. College Management System Improvement Project," Minnesota University, Minneapolis. Graduate School of Business Administration, Sept. 1974, 44 p. ERIC ED 119 563.

Describes the specific data collection methodology in reviewing the structure of a management system. Data collection forms are included. The application of this approach to different organizations is discussed. P/D.

———. "Management Information Systems for Colleges and Universities," paper presented at the Mid Atlantic AACSB Dean's Conference, Aug. 1975, 24 p. ERIC ED 119 560.

An explanation of the management information system (MIS), its function, and components are discussed. The author states that MIS exists to provide information for management and operating purposes but users will need to make a concerted effort to move MIS forward. T/C.

Sells, S. B. *et al.* "Men in Social Systems: Results of a Three-Year Multi-organizational Study. A Symposium," Texas Christian University, Fort Worth, Institute of Behavioral Research, Oct. 1974, 82 p. ERIC ED 108 029.

Presents the background, underlying assumptions, philosophy and goals, research design, sample, and results of an intensive three-year organizational study involving military, government, and civilian organizations. Combines an open systems approach with a linkage model. T/C.

Shapero, Albert. "The Effective Use of Scientific and Technical Information in Industrial and Non-Profit Settings: Explorations Through Experimental Interventions in On-Going R&D Activities. Progress Report No. 2," March 5, 1976, 54 p. ERIC ED 121 269.

Article deals with the mapping of information-communication behavior by categorizing the levels of technical information. It was shown that better description and differentiation of high value information-communication behavior was needed. FS.

———. "Management of Innovation: The Role of Communication," paper presented at the International TNO Conference: Organizing for Technical Innovation, March 1-2, 1973. ERIC ED 121 268.

Management of the innovation process is explained and resources necessary for the innovation process are identified. The relationship of information to subsystems in the information process is also looked at. Implications for management of this process are explored. T/C.

Shepard, Jon M. "Job Enrichment: Some Problems With Contingency Models," *Personnel Journal*, Vol. 53, No. 12, Dec. 1974, pp. 886-889.

Reviews employee responses to job enrichment programs. While a number of limitations exist, a large percentage of people tend to be receptive to enrichment. They welcomed chance to assume responsibility, increase skills, and perform more meaningful work. P/D.

Sherwin, Douglas "Management of Objectives," *Harvard Business Review*, Vol. 54, No. 3, pp. 149-160.

The author suggests that the work of an organization consists of the achievement of an array of specified objectives, and that these usually require the coordinated contributions of several individuals in diverse departments. Teams of individuals, rather than individuals, are the basic units of organization. Via an objectives grid, management assumes not "one person" per objective, but "one group" per objective. T/C.

Sincoff, Michael Z. *et al.* "Steps in Performing a Communication Audit," paper presented at the Annual Meeting of the International Communication Association, Portland, OR, April 1974, 31 p. ERIC ED 125 012.

The authors outline a step-by-step process for conducting a communication audit. Describes the communication audit as a management tool that should be used repeatedly to keep managers aware of communication problems and organization health. Discusses the processes necessary to conduct an audit. P/D.

Sorensen, Peter F. Jr. and Richard Babcock. "A Long-Range Approach to MBO," *Mangement Review*, Vol. 65, No. 6, June 1976, pp. 24-32.

Mounting evidence suggests that some companies should utilize an MBO strategy by gradually implementing the program in four stages extending over a time span of three to seven years. P/D.

Speiker, Charles A. and Anthony J. Buhl. "Organizational Planning: A Systems Approach," 1974, 107 p. ERIC ED 116 272.

Discusses the need for organizational planning and examines how a systems approach can meet that need. A six-step model of scientific planning and a ten-step needs assessment model are presented. P/D.

Stech, Ernest L. "Process Models of Organizations and Communication with Research Implications," paper presented at the SCA Conference and Post-Doctoral Program on Organizational Communication, San Marcos, TX, Feb. 1976.

Discusses the difference between process and structure models and their implications for management. Maintains that the process model of an organization is the more practical and applicable to the day-to-day work of the manager. Presents a model of organizational process and matrix analysis of communication activities. The paper also discusses research implications and data collection on processes. T/C.

Stein, Carroll I. "Objective Management Systems: Two to Five Years Implementation," *Personnel Journal*, Vol. 54, No. 10, pp. 525-528.

The author poses three questions: Is the concept of objective management inherently faulty? Is the implementation of training procedures sound? What are the problems encountered by managers? Based on a follow-up survey of 428 lower- and middle-management personnel the author isolated three dimensions of Objective Management accounting for the most problems in MBO: supervisory style, degree of measureability, and review frequency. FS.

Stephenson, T. E. "Organization Development—A Critque," *Management Studies*, Vol. 12, No. 3, Oct. 1975, pp. 249-265.

Presents an analysis of organization development and suggests that it operates on dysfunctionally simplistic models of organizations and individuals. The author sees drawbacks in the approaches OD takes toward client companies and employees, the elements of politics and power, and its confusion of authority and authoritarianism. T/C.

Stone, John. "Alternative Organizational Structures for Developing Multimedia Instructional Materials," *Educational Technology*, Vol. XV, No. 10, Oct. 1975, pp. 32-36.

Describes and compares different organizational structures which may be used in projects using multimedia instructional materials, especially television and radio production. The alternative patterns studied were specialist approach, chain approach, interdisciplinary team approach, and matrix approach. T/C.

Strasmann, Paula, "Managing the Costs of Information," *Harvard Business Review*, Vol. 54, No. 5, Sept.-Oct. 1976, pp. 133-142.

The author suggests that data processing, administrative processing, and office labor must all be integrated and systematized in order to meet the goal of total management of information resources. Nine steps are outlined to help the information systems manager achieve better cost performance while coping with this broadened concept of information system. P/D.

Taylor, Carmen, William Walker, and John Sequeirs. "Equal Opportunity Data Needs," Evaluation Technologies, Inc., Arlington, VA, May 1976, 152 p. Contract No. HUD-H-2217.

Analyzes the collection and use of equal opportunity data in several U.S. Department of Housing and Urban Development Programs. Includes

an analysis of how and by whom information is reported, its reliability and frequency, its adequacy for meeting HUD's objectives, and its users after the information is processed. Discusses inadequacies in the information collection and impact on program evaluation. FS.

Toomb, Kevin, *et al.* "A Systems Model for Assessment and Diffusion," paper presented at the Annual Meeting of the International Communication Association, 1975, 58 p. ERIC ED 120 885.

The Florida Assessment and Diffusion System (FADS) is a systematic approach to organizational change which emphasizes interpersonal communication. The major components of the model are initiation, verification, problem-solving, diffusion, evaluation, and documentation. T/C.

Wallace, Les. "Stalking the Untamed Organizational Universe: Applying Organizational Theory and Research to Mutual-Benefit Organizations," paper presented at the SCA Conference and Post-Doctoral Program on Organizational Communication, San Marcos, TX, Feb. 1976.

Traditionally, organizational theorists and researchers have primarily concerned themselves wtih business, service, and commonwealth organizations. This paper addresses the mutual-benefit organization; i.e., political parties, religious sects, etc. The author attempts to delineate the mutual-benefit organization as a healthy, challenging, and important area of organizational communication concern. Discusses the literature, application of theory, unique problems, and organizational development of mutual-benefit organizations. T/C.

Warrick, D. D. "The Changing Role of OD Practitioners," *Training and Development Journal*, Vol. 30, No. 3, March 1976, pp. 36-39.

As the use of organizational development continues, the role of the OD practitioner will change and expand. Discussion includes various role changes, method changes, a list of program improvements, improved follow-up planning, and the OD practitioner as a lasting model. P/D.

Welch, Henry H. "A Research Utilization Program to Serve Region VIII," Denver University Center for Social Research and Development, Denver, CO, July 1975, 46 p. Grant SRS-22-57643.

Reports on a special program designed to develop and maintain communication on research information between various local social service agencies and an academic research center. A "research utilization specialist" was hired to become a consultant and change agent within a particular region. Conferences, seminars, and workshops were developed by the specialist to establish more effective communication. FS.

Willcoxen, S. R. and C. J. Brocato. "Improving Results Through an Integrated Management System: A Case Study," *Management Review*, Feb. 1976.

Describes conception, development, implementation, and operation of Eastern Area Management System of AT&T. The system was formed to help build on relationships within the organization and provide unity so as to improve performance. The system had five basic subsystems: establishing objectives, creative planning, commitment setting, performance, and evaluation. P/D.

Zawacki, Robert A. and Robert L. Taylor. "A View of Performance Appraisal from Organizations Using It," *Personnel Journal*, Vol. 55, No. 6, pp. 290-292.

The authors surveyed management in 130 U.S. firms in an effort to ascertain if management was generally satisfied with their performance appraisal systems. While management was generally satisfied, research findings indicated that the majority of employees dislike performance appraisal systems. FS.

(No author; alphabetized by title)

"Help for Older Adult Organizations: Community-Based Organizational Development," A National Model Project in Aging Undertaken by the Niagra Community College, 1975, 12 p. ERIC ED 116 085.

As older adult organizations stretch to meet the needs of expanding older adult client population, these Senior Citizens Centers, clubs, and other programs are increasingly unable to understand and control their internal as well as external environment. OD can help older adult organizations become more effective by providing ways of building shared understanding of strengths as well as limitations. This can be done via community colleges which can draw upon their own valuable, specialized competence to serve the older adults of our communities. P/D.

"Housing Management: Improving Communications," National Capital Housing Authority, Washington, DC, March 1976, 24 p. Contract No. HUD-H-1801.

Describes the development of a working relationship between public housing staff and residents to plan and improve programs and services. Communications were improved through the use of discussion groups on local problems and the use of surveys, property councils, and advisory boards to obtain feedback for staff. P/D.

"Housing Management: Management by Objectives in Low-Rent Housing," Richmond Redevelopment and Housing Authority, VA, March 1976, 52 p. Contract No. HUD-H-1807.

Describes an MBO system that involved persons from all levels of the organization, both as a team and as individuals, in planning, implementation, and evaluation of goals. P/D.

"Housing Management: Management Training," Detroit Housing Department, Detroit, MI, March 1976, 25 p. Contract No. HUD-H-1809.

Reports on part of the Public Housing Management Improvement Program which established a training program in which staff at all levels participated. Results included an increase in management's ability to identify and solve problems, improve efficiency, and improve effectiveness of planning and decision-making. Program emphasized report writing, maintenance skills, and resident leadership development. P/D.

"The Job Orientation and Motivation Program. A Retrospective Analysis of a Survey Based Action Program to Help the Jobless," Virginia Department of Welfare, Richmond, VA, Feb. 1975, 32 p. Grant SRS-11-57196.

Describes a demonstration project which utilized a group therapy approach to encourage job seeking and motivation to work. Welfare clients who participated were urged to develop their own rehabilitation programs. The project also trained caseworkers to become more effective resource persons and to communicate and coordinate on a statewide basis. P/D.

"Learning to Participate in a Workers Council at Unicam," *Electronic Engineering*, Vol. 48, No. 579, May 1976, p. 7.

In the European Economic Community, one member (W. Germany) requires business to include workers in management conferences. One British firm experimented with the same plan with disappointing results. P/D.

"A Procedure for Strengthening Organizational Effectiveness," Midwest Organizational Development Network, Cleveland, OH, 1974, 18 p. ERIC ED 119 342.

Describes the process of organizational development (OD), the role of the professional OD specialist, the purposes of the Midwest Organization Development Network, seven basic assumptions about organizattions, the twelve-step process for initiating OD programs, and the kinds of learning outcomes resulting from OD programs. P/D.

SEE ALSO

Interpersonal Communication: Goldhar, Norman, Steele
Intragroup Communication: Houser, Hrebiniak, Summers, Uhlaner
Intergroup Communication: Alderfer, Cherns, Steelman, Trotta
Communication Factors and Organization Goals: Argyris, Billings, Brocato, Brown, Cashman, Chandler, Cohen, Foy, Fuller, Gauthier, George, Goodman, Hall, Hollingsworth, Kuriloff, Muller, Munro, Murbach, O'Reilly, Palmer, Peterson, Rettig, Scobel, Sikes, Sinatra, Skaar, Stevens, Swanston, Timer, Tushman, Umstot, Weinman, Wendlinger
Skill Improvement and Training: Blake, Yavarkovsky
Communication Media: Bell, Brown, Martin, Munford, Murdick, Redman, Schewe, Sharifi, Strawhorn, Vaughn, Weiss, Weizenbaum, Wilson
Research Methodology: Anderson, Cumberbatch, Deal, Estes, Golembiewski, Heenan, Speiker, Stech
Texts, Anthologies, and Reviews: Blake, Becker, Taylor, Teltz, Walters

RESEARCH METHODOLOGY IN ORGANIZATIONAL COMMUNICATION

BOOKS AND DISSERTATIONS

Anderson, R. C. *A Sociometric Approach to the Analysis of Interorganizational Relationships.* East Lansing, MI: Institute for Community Development and Services, Michigan State University, 1974.

The application of computerized matrix techniques to some 60 organizations of Michigan's upper peninsula (using sociometric interrelationships). FS.

Aquilina, Richard I. *The Design, Development and Initial Field Test of the Teacher-Principal Communication Instrument (TPCI).* Ph.D. Dissertation, Michigan State University, 1975. DAI, Vol. 36, No. 12 p. 7755-A.

Develops a moral and job satisfaction instrument designed for utilization by administrators (principals) with staff (teachers). Questionnaire consists of 102 items in nine groups including cohesiveness, teacher decision-making, principal leadership behavior, information, and communication relationship. Explicitly presents validity checks and reliability measures. Describes several pilot studies and field tests. FS.

Bechtold, Frederick B. *Herzberg's Dual Factor Theory as a Basis for Interpreting Scores on the School Administrator Morale Measure IV.* Ph.D. Dissertation, Purdue University, 1975. DAI, Vol. 36, No. 7, p. 4135-A.

Investigates whether the items that comprise the School Administrator Morale Measure IV (SAMM IV) can be categorized in terms of Herzberg's factors and subfactors; and the extent that moral scores in SAMM IV can be interpreted by Herzberg's Dual Factor Theory (DFT) of Job Satisfaction. Concludes that SAMM IV cannot be interpreted in terms of the Dual Factor Theory. FS.

Cumberbatch, Floyd F. *A Comparative Analysis of Selected Computer-Based Scientific and Technical Information Systems in the Public Health Service Agencies.* Ph.D. Dissertation, American University, 1976. DAI, Vol. 37, No. 3, p. 1281-A.

Reports on a research methodology developed for the comparative study of operational, computer-based information systems. Employs structured in-depth interviews in various public health agencies where information systems are interagency in scope and presents comparative systems characteristics. Indicates that the research methodology can be applied to similar systems in state or municipal organizations. FS.

Cunningham, Paul H. *A Survey of Selected Research on the Organizational Climate Description Questionnaire Conducted Between August 1963 and October 1969.* Ed.D. Dissertation, Temple University, 1975. DAI, Vol. 36, No. 6, p. 3270-A.

Analyzes the application, research designs, hypotheses, findings, and conclusions of Organizational Climate Description Questionnaire (OCDQ) research as a means of determining the extent to which they support, contradict, or complement the findings of the original researchers, Andrew W. Halpin and Dan B. Croft. T/C.

Dimartino, Carl J. *Observer Effects on Teacher Verbal Behavior as Perceived by Students.* Ph.D. Dissertation, University of Georgia, 1974. DAI, Vol. 36, No. 5, p. 2709-A.

Attempts to determine observer effect on the observed in a study involving twenty-four teachers in two schools. Establishes three hypotheses and concludes that teacher verbal behavior becomes warmer and less cool in the presence of an observer. Students are employed as estimators of classroom verbal interaction with and without observer presence. Has implications for training. FS.

Doll, William James. *The Katz and Kahn Model—A Reformulation and Empirical Evaluation.* Ph.D. Dissertation, Kent State University, 1975. DAI, Aug. 1976, Vol. 37, No. 2, p. 1031-B.

Develops a reformulated model which has as central thrust the description of dimensions of organizational roles affecting individual behavior. Distinctions are made between simple and complex organizations and the structural and process elements. T/C.

Essex, Nathan L. *The Usefulness of the Focused Interview to Determine if Administrators Use Theory When Exhibiting Effective Leadership Behavior.* Ph.D. Dissertation, University of Alabama, 1975. DAI, Vol. 36, No. 9, p. 5679-A.

Employs the focused interview technique to classify responses into one of seven content areas related to effective leadership behavior. Findings indicate little evidence of the application of leadership theory nor was there an awareness of the value of theory utilization. Concludes that the focused interview technique is unproductive for this particular purpose. FS.

Estes, R. *Corporate Social Accounting.* New York: John Wiley and Sons, 1976.

Presents a "social accounting model" for various organizations. Useful in developing techniques for communication audits in terms of social aspects. Measures net contribution to society through the analysis of social costs/social benefits. P/D.

Frank, Blake Allen. *A Comparison of an Acturial and a Linear Model for Predicting Managerial Behavior.* Ph.D. Dissertation, University of Houston, 1976. DAI, Sept. 1976, Vol. 37, No. 3, p. 1472-B.

Linear and acturial models are equivalent in the prediction of managerial performance. FS.

Frederick, Pauline H. *The Delphi Technique as a Methodology to Establish Goals and Objectives.* Ph.D. Dissertation, Northwestern University, 1975. DAI, Vol. 36, No. 7, p. 4153-A.

Evaluates the Delphi Technique as a successful methodology for making decisions regarding goal and objective setting by participants. Indicates Delphi Technique is designed to minimize the biasing effects of dominant individuals of irrelevant communications, and of the pressure toward group conformity—all usually present in committee activity. FS.

Hunter, Richard E. *The Development and Evaluation of an Organizational Climate Questionnaire for Mental Health Clinics.* Ph.D. Dissertation, Ohio University, 1976. DAI, Vol. 37, No. 2, p. 1237-A.

Develops a mental health clinic climate questionnaire by employing Q-Sort technique on a large pool of items derived from both existing climate questionnaires and researcher interviews. The item pool, administered to 440 mental health professionals in 24 facilities, consists of 17 items which focus on the interpersonal skills of organizational personnel. FS.

Huszego, Gregory Edward. *The Relative Importance of Variables Related to Participation in Union Activities.* Ph.D. Dissertation, Michigan State University, 1975. DAI, June 1976, Vol. 36, No. 12, p. 6429-B.

Develops a general measure of union participation. Best predictors of participation are community-political activities, liberal political beliefs, pro-union philosophy, high standards of involevment with union, and high job satisfaction. FS.

Kaltenbach, Robert Frank. *The Development and Evaluation of the Leadership Performance Scale.* Ph.D. Dissertation, University of Georgia, 1975. DAI, March 1976, Vol. 36, No. 9, p. 4665-B.

Reports the development and validation of a measure of leader behavior which assess group members' evaluations of the leader's empathy, respect, warmth, concreteness, genuineness, self-disclosure, confrontation, and immediacy. LS.

Lammers, Lucille E. *An Empirical Study of the Validity and Reliability of the Job Descriptive Index for the Measurement of Accountants' Job Satisfaction and Predicition of Turnover.* Ph.D. Dissertation, University of Wisconsin, Madison, 1975. DAI, Vol. 36, No. 8, p. 5373-A.

Confirms the hypothesis that the Job Descriptive Index (JDI) is a valid, reliable instrument for measurement of job satisfaction and prediction of job turnover. Findings revealed significant differences in the mean JDI scores of terminators and nonterminators. FS.

Rice, Robert W. *The Esteem for Least Preferred Co-worker (LPC) Scores: What Does It Measure?* Ph.D. Dissertation, University of Utah, 1975, DAI, April 1976, Vol. 36, No. 10, p. 5360-B.

Evaluates previous research on LPC. Concludes that the LPC scale is best viewed as a measure of interpersonal attitudes. Proposes a systems interpretation. T/C.

Rohrbaugh, John Williams. *Conflict Management in Decision-Making Groups: A Comparison of Social Judgment Analyses and the Delphi Technique.* Ph.D. Dissertation, University of Colorado, 1976. DAI, Oct. 1976, Vol. 37, No. 4, p. 1975-B.

Social Judgment Analysis (utilizing cognitive feedback) is a better method for conflict management than the Delphi Technique (using outcome feedback). LS.

Scaros, Constantine E. *Toward an Ordering of the Media Environment: The Development of a Taxonomy of Communication Media.* Ph.D. Dissertation, New York University, 1976. DAI, Vol. 37, No. 2, p. 676-A.

Searches for the attributes of communication media to develop a classification system intended to generate research questions and hypotheses for media ecology research. Derives a total of 71 media attributes and studies 45 communication media in relation to these attributes, producing a matrix of 3,075 cells, and 4 major taxonomic groups. T/C.

Shields, Richard L. *A Study of the Validity of the Educational Administrative Style Diagnosis Test.* Ph.D. Dissertation, American University, 1976. DAI, Vol. 37, No. 3, p. 1344-A.

Seeks to validate the Educational Administrative Style Diagnosis Test (EASDT) by: a) correlating the task orientation and relationship orientation scores on the EASDT, self-administered by principals, to the initiating structure and consideration scores on the Leader Behavior Description Questionnaire yielded by a teacher's rating of principals; and b) correlating the effectiveness scores on the EASDT, self-administered by principals, with effectiveness ratings of principals by teachers on the Administrative Style Description Scale. Findings indicate no significant correlations and author concludes that this study yields no evidence of validity for the EASDT. FS.

Speiker, Charles A. and Anthony J. Buhl. *Organizational Planning: A Systems Approach.* Minnesota Association for Supervision and Curriculum Development, 1974.

Discusses the need for organizational planning in a rapidly changing society and examines how a systems approach to needs assessment can meet that problem. Describes in detail a ten-step needs-assessment model developed by the Minnesota Association for Supervision and Curriculum Development (MASCD). The appendix contains copies of various documents that were used by MASCD during the implementation of its needs-assessment model. FS.

Zelen, William F. *A Comparative Analysis of Three Data-Collecting Methodologies.* Ph.D. Dissertation, Kent State Univesity, 1975. DAI, Vol. 37, No. 1, p. 36-A.

Compares the characteristics of face-to-face interviews, telephone interviews, and mail questionnaires in respect to 1) comparability of findings, 2) completion time, 3) rate of return, 4) completeness of return, and 5) subjects' satisfaction. Concludes that the three data collection methods produce substantially the same results and may generally be used interchangeably. Face-to-face participants were found to have highest satisfaction with instrument. FS.

ARTICLES, PAPERS, AND U.S. GOVERNMENT REPORTS

Biesheuvel, S. "One More Time, How Do We Motivate the Herzberg Theory?" *Psychologia Africana*, Vol. 16, No. 1, June 1975, pp. 33-44.

Disputes many of the assumptions, tenets, procedures, and findings of research on Herzberg's two factors theory. Data supportive of the author's contentions are presented. T/C.

Borman, Walter C. and Marvin D. Dunnette. "Behavior-Based Versus Trait-Oriented Performance Ratings: An Empirical Study," *Journal of Applied Psychology*, Oct. 1975, Vol. 60, No. 5, pp. 561-565.

Behaviorally-anchored scales are superior to scales without anchors and trait-oriented ones in terms of estimates of leniency, halo, interrater agreement, and degree of differentiation. FS.

———, Leaetta M. Hough, and Marvin D. Dunnette. "Development of Behaviorally Based Rating Scales for Evaluating the Performance of U.S. Navy Recruits," Personnel Decision, Inc., Minneapolis, MN, Feb. 1976, 221 p. Contract No. N000123-74-C-2016.

Describes job performance rating scales for military recruiters. Suggests seven rating dimensions including: gaining and maintaining rapport, obtaining information from prospective recruits, and establishing and maintaining good communications in the community. FS.

Connell, Kenneth Frederick. "An Evaluation of the Use of Management-by-Objectives Meetings as an Organizational Development Strategy," Ohio State University, Department of Psychology, Columbus, OH, 1973, 248 p. Grant SRS-24-56906, SRS-24-56906-001.

Based on actual management-by-objectives meetings of the Ohio Rehabilitation Services Commission, the author presents a general research model for organizational research, collection of empirical data, and evaluation of the methodology. Presents data collected across various organizational levels, sources, and times in both experimental and control groups. Data relates to changes in perceptions on several organizational characteristics. FS.

Cronkhite, Gary and Jo Liska. "A Critique of Factor Analytic Approaches to the Study of Credibility," *Communication Monographs*, Vol. 43, No. 2, June 1976, pp. 91-107.

Reviews literature on credibility and current approaches to factor Analysis. Concludes that credibility researchers have been too concerned with factor analyses of semantic differential scales. The authors state that it is time to turn to the more productive task of exploring how credibility functions within the communication process have implications for organizational communication research. T/C.

Currie, Lawrence E. "An Index of Vocational Awareness," *Vocational Guidance Quarterly*, Vol. 23, No. 4, June 1975, pp. 347-353.

Develops a measure of the conscious recognition and selection of vocationally relevant communication experiences and finds the measure reliable and having acceptable concurrent validity. LS.

Curtis, Bill. "Consideration for Interpreting Questionnaire Data in Field Studies of Organizational Communication," paper presented at SCA Conference and Post-Doctoral Program, San Marcos, TX, Feb. 1976.

Discusses three important considerations in the development and use of questionnaires to measure organizational communication: 1) the types of questions to be included, 2) limitations for using scores averaged across individuals as measures of actual conditions within the organization, and 3) how such information might be integrated into a social system model of the organization. T/C.

Deal, Terrence E. "Survey Feedback: A Tool for Developing New Organizational Responses to Complex Educational Environments. Research and Development Memorandum No. 135," Stanford University, CA, Stanford Center for Research and Development in Teaching, April 1975, 33 p. ERIC ED 105 636.

Builds a case for survey feedback as a useful method of assisting schools to respond actively, rather than passively, to uncertainty and complexity in the school environment. The assumption is that educational problems and their solutions are largely organizational. This report describes a survey-feedback approach that combines survey instrument with organization theory and involves school people in defining problems, proposing solutions, and evaluating the impact of the change strategies. P/D.

Downs, Cal W. "Research Methods," paper presented at the SCA Conference and Post-Doctoral Program on Organizational Communication, San Marcos, TX, Feb. 1976.

Because organizational communication has emerged as a major field of study, it is now necessary to catalog the methods of assessing communication in organizations. The article reviews current methodological developments and proposes where the field should go in the future. Downs examines the ICA Communication Audit, ECCO, observation research, and experimentation in on-going organizations. Future proposals include examining the duration of research, balance between quantitative and qualitative research, emphasizing interviewing, and more methodological integration. P/D.

Dyer, Frederick N., Dorothy V. Mew, and Leonard E. Ryan. "Procedures for Questionnaire Development and Use in Navy Training Feedback," Training Analysis and Evaluation Group (Navy), Orlando, FL. AD-AD18 069/5GA.

Presents a procedure manual that provides detailed instructions to Navy school personnel on how to construct and administer a feedback questionnaire. Specific recommendations are made about the number of questionnaires to mail, time to administer, and methods for increasing return rate. The report also suggests ways the resultant data can be used to improve training procedures. P/D.

Ekpo-Ufot, Abel. "Self-Perceived Abilities—Relevant in the Task (SPART): A Potential Prediction of Labor Turnover in an Industrial Work Setting," *Personnel Psychology*, Vol. 29, No. 3, Autumn 1976, pp. 405-416.

The author defined SPART as an individual's self-estimate of his competence to perform a set of job tasks. This article describes the initial attempt to develop a SPART inventory, the results and discussion of that attempt including its predictive validity, and speculations on the practical and theoretical implications of SPART construct and instrument FS.

Feldman, Jack. "Consideration in the Use of Causal-Correlational Techniques in Applied Psychology," *Journal of Applied Psychology*, Dec. 1975, Vol. 60, No. 6, pp. 663-670.

Discusses procedures, advantages, and disadvantages of utilizing various causal models using correlational data. Specific emphasis is on inappropriate use of raw difference scores and the interpretations made with such analyses. T/C.

Golembiewski, Robert T., Keith Billingsley, and Samuel Yeager. "Measuring Change and Persistence in Human Affairs: Types of Change Generated by OD Designs," *The Journal of Applied Behavioral Science*, Vol. 12, No. 2, 1976, p. 24.

This paper was selected for the 1975 Douglas McGregor award. The authors contend that an inadequate concept of change leads to a misguided applied research. A conceptual classification of change yielded at least three distinguishable and measurable kinds. The benefit of making such distinctions is a more definite reliance on existing research findings, whose interpretation is integrally related to their underlying concept of change. T/C.

Hale, Claudia and Fred Hilpert. "An Examiniation of Cognitive-Constructivists Studies of Organizational Communication," paper presented at SCA Conference and Post-Doctoral Program on Organizational Communication, San Marcos, TX, Feb. 1976.

Examines the literature in organizational communication with a focus toward identifying, reviewing, and synthesizing empirical research

which suggests a cognitive-constructivist approach to organizational communication analyses. Studies are classified under the headings of: 1) a construct-complexity, coorientational approach, and 2) a dimensional, semantic differential approach. T/C.

Harman, Alvin J. and S. James Press. "Collecting and Analyzing Expert Group Judgment Data," Rand Corporation, Santa Monica, CA, July 1975, 39 p. Report No. P-5467.

Addresses issues associated with some of the administrative and procedural problems involved with the collection and analysis of judgments from a group of experts. Suggests methods including a new procedure using simultaneous equation system models. FS.

Heenan, David A. and Robert B. Addleman. "Qualitative Techniques for Today's Decision Makers," *Harvard Business Review*, Vol. 54, No. 3, pp. 32-40, 46, 51, 56, 62.

Explores the use of multivariate analysis as a statistical tool in decision-making. Organizations can utilize MVA as: a) a way to more accurately measure consumer perceptions and preferences, and b) to reduce the risks associated with new product development. Refined quantitative tools are being utilized more frequently in leading companies as another source of information for analyzing complex issues and confirming intuitive impressions. T/C.

Kirchhoff, Bruce A. "A Diagnostic Tool for Management by Objectives," *Personnel Psychology*, Vol. 28, No. 3, Autumn 1975, pp. 351-364.

Concludes that the (MSQ) Management Style Questionnaire is a valid and useful instrument for measuring goal use. It also is a valuable diagnostic tool for MBO because it measures the extent of goal use within any organization. It would be especially useful to the professional trainer who wants to appraise the need for MBO training or to measure the impact of training upon an organization. FS.

Kitchens, James T. "Role Playing as a Methodology for Studying Organizational Communication: Duplication of a Field Study," paper presented at the SCA Conference and Post-Doctoral Program in Organizational Communication, San Marcos, TX, Feb. 1976.

Investigates the effects of using college students in simulations of organizational communication. Using a study of a Gainesville, Florida personnel department for a model, a scale was developed which enables students to rate each other in hypothetical job interviews. The results indicated that scales developed in field settings may function differently in simulations, but the location of significant communication variables can be achieved with a simulation methodology. FS.

Level, Dale A. and Gail R. Waters. "Experimental Design in Communication Research," *The Journal of Business Communication*, Vol. 14, No. 1, 1976, pp. 7-22.

A short review is given of major aspects of experimental design, and a critique is made in terms of internal and external validity. P/D.

Lundberg, Craig C. "Hypothesis Creation in Organizational Behavior Research," *Academy of Management Review*, Vol. 1, April 1976, pp. 5-12.

An undue emphasis on hypothesis testing has made organizational behavior research complex, costly, and overly formalized. This paper reviews how useful research ideas are discovered and catalogs hypothesis generation. T/C.

Marrett, Cora B., Jerald Hage, and Michael Aiken. "Communication and Satisfaction in Organizations," *Human Relations*, Sept. 1975, Vol. 28, No. 7, pp. 611-626.

Develops and explores some measures for examining organizational communication with primary emphasis on the formality of networks and the direction of communication. FS.

McTavish, Jeanne Elizabeth. "Is Behavior in a Commons Dilemma Game Related to Real World Behavior?" Oregon Research Institute, Eugene, OR, Nov. 1975, 100 p. Contract N00014-75-C-0093, ARPA Order-2449.

Discusses the validity of the laboratory Commons Dilemma Game (CDG) to real-life common dilemmas. Summarizes existent research on choice behavior in situations where an individual's own best interest conflicts with those of a group in which she/he is a member. FS.

Mitchell, Vance and Pravin Moudgill. "Measurement of Maslow's Need Hierarchy," *Organizational Behavior and Human Performance*, Vol. 16, 1976, pp. 334-349.

A ten-item instrument for measuring Maslow's need hierarchy is described. Accountants, engineers, and scientists were the subjects. FS.

Musick, P. L. "Behavior Interaction Patterns From Mapping Videotape," *Educational Technology*, Vol. 15, Dec. 1975, pp. 28-31.

Describes a new type of dynamic data display labeled SKEMS. The SKEMS portray, in a single visual presentation, multifaceted behavior providing synthesis of the occurence under examination. May have implication for observation of interaction behavior in organizations. P/D.

Mustafa, Husain and Ronald D. Sylvia. "A Factor-Analysis Approach to Job Satisfaction," *Public Personnel Management*, May-June 1975, Vol. 4, No. 3, pp. 165-172.

Social variables in the work situation evoke a substantial measure of satisfaction. Working conditions and certain attendant rewards play a major role in determining job attitudes. Four factors are present in the concept of job satisfaction. FS.

Nevin, John R. and Neil M. Ford. "Effect of a Deadline and a Veiled Threat On Mail Survey Responses," *Journal of Applied Psychology*, Feb. 1976, Vol. 61, No. 1, pp. 116-118.

Utilization of deadline dates in a cover letter does not stimulate heavier or more immediate responses and does seem to decrease rate of return after deadline. Sending a veiled threat follow-up letter on response rates, response patterns, and quality of responses greatly increases response rates over more casual follow-up letters. FS.

Robin, Donald P. and C. Glenn Walters. "The Effect on Return Rate of Messages Explaining Monetary Incentives in Mail Questionnaire Studies," *The Journal of Business Communication*, Vol. 13, No. 3, 1976, pp. 49-54.

This field experiment demonstrated that monetary incentives do increase the rate of return but that the nature of the message accompanying it has little effect. FS.

Salem, Philip J. "Organizational Communication as a Discipline," paper presented at SCA Conference and Post-Doctoral Program in Organizational Communication, San Marcos, TX, Feb. 1976.

Reviews the strengths and weaknesses of current organizational communication research. Concludes that most current research operates from a theoretical base which lacks power or precision, but the situation is improving. Maintains that few scholars approach the area from critical or evaluative perspectives. The importance of communication to the organization suggests the need for creating critical standards. T/C.

Scott, William E. and W. Clay Hamner. "The Influence of Variations in Performance Profiles on the Performance Evaluation Process: An Examination of the Validity of the Criterion," *Organizational Behavior and Human Performance*, Dec. 1975, Vol. 14, No. 3, pp. 360-370.

Supervisory ratings of workers' total output was unaffected by different worker performance patterns. Highly variable workers are judged more able and less motivated than low variable ones. Workers showing improvement are rated as more motivated than those whose performance pattern is random or deteriorating over time. LS.

Stech, Ernest L. "Structural and Process Models of Human Communication Systems," paper presented at the 1975 Purdue Post-Doctorate Honors Seminar, Jan. 1975, 47 p. ERIC ED 109 718.

Shows that the two most commonly used models for empirical studies are the component structural model (who communicates with whom) and the component state process model (what is said after what). The author concludes that communication systems are organized or structured in at least three different senses: 1) as networks of components, 2) as sequences of components, 3) and as sequences of component states. T/C.

Tersine, Richard J. and Walter J. Riggs. "The Delphi Technique," *Business Horizons*, Vol. 19, No. 2, 1976, pp. 51-56.

The Delphi Technique is described in terms of a long-range planning tool, particularly when a group of experts with diverse backgrounds is to make a decision. P/D.

Thorton, George C. III, Michael Wood, and Stanley M. Nealey. "Characteristics of Critical Leadership Incidents in the Navy," Battelle Human Affairs Research Centers, Seattle, WA, Nov. 1975, 33 p. Government Report No. TR-7, Contract No. N00014-73-C-0259.

Examines critical incidents gathered from Navy officers. Judgments involved the type of problem, leadership action taken, difficulty of the problem, the pressure of the study, and the outcomes in terms of effect on performance and morale of subordinates. FS.

Wadsworth, M. D. "How to Evaluate the Job Satisfaction of Critical Employees," *Personnel Journal*, Vol. 55, No. 9, Sept. 1976, pp. 464-466.

The systematic evaluation of a job can provide a company with a realistic profile of each employee's job satisfaction. This can be useful data in future candidate selection and in assessing employee needs. This article outlines the steps in designing an instrument to measure job satisfaction. P/D.

Waters, L. K., Darrell Roach, and Carrie W. Waters. "Estimates of Future Tenure, Satisfaction, and Biographical Variables as Predictors of Termination," *Personnel Psychology*, Vol. 29, No. 1, Spring 1976, pp. 57-60.

Offers strong empirical support for generality and utility of using an employee's estimate of his/her future tenure with a company as a predictor of termination decisions. Such information would provide a useful measurement to various attitudinal surveys currently in use and aid in the projection of turnover rates. FS.

Watson, S. R. and R. V. Brown. "Case Studies in the Value of Decision Analysis," Decisions and Designs Inc., McLean, VA, Oct. 1975, 48 p. Government Report No. TR-75-10, Contract No. N00014-75-C-0426.

Examines the problem of making an appropriate instrument for measuring the value of a proposed decision analysis exercise. Three different decision-making exercises are subjected to an "after the fact" evaluation. T/C.

Wood, Michael T., Stanley M. Nealey, and George C. Thorton. "Effect of Leadership Power Applied to Different Kinds of Organizational Problems: A Critical Incident Approach," Battelle Human Affairs Centers, Seattle, WA, Nov. 1975, 48 p. Government Report No. TR-8, Contract No. N00014-73-C-0259.

Examines critical incident-based research which was used to collect normative data concerning effective power-based leadership actions in response to different kinds of organizational problems. Data was gathered from 110 officers and 110 enlisted men. FS.

Yunker, Gary W. and J. G. Hunt. "An Empirical Comparison of the Michigan Four-Factor and Ohio State LBDQ Leadership Scales," *Organizational Behavior and Human Performance*, Vol. 17, 1976, pp. 45-65.

Subjects from national business fraternities were used to test the equivalency of the F-FTQ and LBDQ tests, and the results indicate that they are not equivalent. The LBDQ had "cleaner" loading on the leadership factors and also predicted satisfaction criteria better. FS.

SEE ALSO

Intragroup Communication: Beach, Staw, Steufert,
Communication Factors and Organization Goals: Dance, Quinn, Wood
Skill Improvement and Training: Borman, Gordon, Jones, Kuriloff
Communication System Analysis: Herman, Holsenbeck, James, Laszlo, Marrett, Parekh, Schroeder, Toomb
Texts, Anthologies, and Reviews: Furukawa, Hale, Salem

TEXTS, ANTHOLOGIES, REVIEWS, AND GENERAL BIBLIOGRAPHIES AND REFERENCES

TEXTS

Albanese, Robert. *Management Toward Accountability for Performance*, Homewood, IL: Richard D. Irwin, Inc., 1975.

Divides the subject matter of management into the three parts: 1) General Management, 2) Organization Design, and 3) Behavior in Organizations. Presents basic elements as to perception, attitudes, behavioral consequences, motivation, leadership, interpersonal behavior, groups, and managerial communication. P/D.

Aram, John D. *Dilemmas of Administrative Behavior.* Englewood Cliffs, NJ: Prentice Hall, 1976.

Managers face the dilemma of the individual relating to either the organization as a whole or to the face-to-face group. Managers, since they have many functions, must use multiple criteria in making decisions. Choices are suggested. P/D.

Bass, Laurence W. *Management by Task Forces: A Manual on the Operation of Interdisciplinary Teams.* AMA, Lomond Books, 1975.

Contains practical advice on implementing and maintaining task force systems. The author contends that task forces, based on interdisciplinary principles, are an effective management tool. T/C.

Becker, Selwyn and Duncan Neuhauser. *The Efficient Organization.* AMA, American Elsevier Publishing Company, Inc., 1975.

The authors explain a theory of formal organization based on the premise that, depending on environmental conditions, there is an optimal organizational style that will maximize efficiency. Tests of this theory in 30 hospitals and 15 insurance companies support the authors' contention. FS.

Blake, Robert R. and Jane Mouton. *Consultation.* Reading, MA: Addison-Wesley Publishing Company, Inc., 1976.

The authors explore the entire spectrum of consulting in terms of both theory and practice. They enumerate a variety of client problems and suggest techniques to remedy each. An unusual feature of this book is the "consulcube" a device designed to identify the type of consultation that should be offered given specified and definable conditions. P/D.

———. *Diary of an OD Man.* Houston, TX: Gulf Publishing Company, 1976.

The authors of *The Managerial Grid* detail Blake's daily observations and interventions into a company's labor-management contract negotiations. This extremely detailed account covering an eight-month period is an attempt to provide practical suggestions for handling day-to-day corporate problems. P/D.

Borgen, C. Winston. *Learning Experiences in Retailing: Texts and Cases.* Pacific Palisades, CA: Goodyear Publishing Company, 1976.

In addition to covering such topics as career opportunities, product lines, salesmanship, and credit, this retailing textbook discusses interpersonal communication, organizational environment, and personnel management. P/D.

Champion, Dean J. *The Sociology of Organizations.* New York: McGraw-Hill Book Company, 1975.

Helpful to those in industry who wish to learn more about the roles of people in organizations and the relationship of these organizations to society. Among the models treated are machine, bureaucratic goal and decision models, human relations, equilibrium, and natural-system models. The author discusses organizational variables at length. T/C.

Conboy, William A. *Working Together. . .Communication in a Healthy Organization.* Columbus, OH: Charles E. Merrill Publishing Company, 1976.

This book is designed for practitioners rather than scholars. Using a metaphor of the biological system, it discusses interpersonal communication, interviewing, networks, innovation, and media. P/D.

Dickson, Paul. *The Future of the Workplace: The Coming Revolution in Jobs.* New York: Weybright and Talley, Inc., 1975.

The author describes factories designed by workers, work teams whose members rotate specific jobs, surveys of worker-chosen goals and hours, management and worker sabbaticals, and a host of other progressive plant and factory innovations. These are some of the ways that business in the United States and abroad is taking an increased interest in worker pride and satisfaction. P/D.

Dinsmore, Francis W. *Developing Tomorrow's Managers Today.* AMACOM, 1975.

This book focuses on middle- and top-level management suggesting ways in which these two groups can maximize their efficiency and effectiveness. Some emphasis is placed on the importance of communication skills. P/D.

Downs, Cal W., David Berg, and Wil A. Linkugel. *The Organizational Communicator.* New York: Harper and Row, 1977.

A skill-building approach is taken to organizational communication, involving interviews, conferences, and personal presentations. P/D.

DuBrin, Andrew J. *Fundamentals of Organizational Behavior: An Applied Perspective.* New York: Pergamon Press, 1974.

A case-example approach to organizational behavior. Emphasis is on research after 1970. Included are theories of behavior and leadership

by Blake and Mouton, Fiedler, among others. Makes clear delineations between general management, organization, and personnel administration. P/D.

Dutton, Richard E. *The Behavior Laboratory.* CA: Goodyear Publishing Company, Inc., 1976.

This book contains fourteen exercises that might be utilized to demonstrate key concepts in the behavioral sciences integrally related to organizational behavior. Has particular application to training. P/D.

Filley, Alan C., Robert J. House, and Steven Kerr. *Managerial Process and Organizational Behavior.* 2nd Ed. Glenview, IL, Scott, Foresman and Company, 1976.

Integrates traditional areas of sociology, psychology, and business administration in its discussion of management. In addition to covering leadership, organizational design, policy, and development, it discusses perception, learning, conflict, power, and organizational planning, control, and growth. T/C.

Finkel, Coleman. *Professional Guide to Successful Meetings.* Philadelphia: Bill Communications, Inc., 1976.

Suggests ways to make conferences more successful. The aim is to conduct a meeting that produces measurable results for the sponsor and a rewarding experience for the participants. Has particular relevance for training activities. P/D.

Fuchs, Jerome H. *Making the Most of Management Consulting Services.* New York: AMACOM, 1975.

Proposes a classification of management consulting competence into the following areas: general management, manufacturing, personnel, marketing, finance, procurement, research and development, packaging, administration, and international operations. The author enumerates ten key questions a company should ask before employing the services of a management consultant. P/D.

Graham, G. H. *Management: The Individual, The Organization, The Process.* Belmont, CA: Wadsworth Publishing Company, 1975.

Text reviews such topics as: cognitive processes, attitudes and behavior, needs and behavior, organizational structuring, individual-organizational relationships, planning, decision-making, managerial powers, leadership, interpersonal communication, organizational communication, stimulating creativity, and the process of change. The book also includes a section on managerial theories. T/C.

Henderson, Richard I. *Compensation Management: Rewarding Performance in the Modern Organization.* Reston, VA: Reston Publishing Company, 1976.

Focuses on the mechanics of compensation and outlines guidelines for analyzing and evaluating jobs and implementing a reward system. Also looks at the relationship between work and rewards; the effect of government regulations, unions, the work ethic, and the processes of performance appraisal and performance rewards. P/D.

Henderson, R. I. and W. W. Suojanen. *The Operating Manager: An Interpretive Approach.* Englewood Cliffs, NJ: Prentice-Hall, 1974.

Discusses motivation, leadership, communication, counsel and appraisal, and managing by objective in terms of theory. Under tools and techniques the following are discussed: problem solving, quantitative analysis, costing, budget and reporting, decision-making, analyzing performance, and computer information systems. T/C.

Hickson, Mark III, and Fred E. Jandt, eds. *Marxian Perspectives on Human Communication.* Rochester, NY: PSI Publishers, 1976.

Two chapters are particularly relevant to the study of organizational communication. Chapter three on Saul Alinsky provides a theoretical base for social disorganization in groups and for the study of anti-establishment organization. Chapter seven is a study of alienation in an organizational context. T/C.

Hodgetts, R. M. *Management Theory Process and Practice.* Philadelphia: W. B. Saunders Company, 1975.

A history of management theory dating back to Sumerian and Babylonian times. Discusses modern organization structures in terms of interpersonal and organizational communication, leadership effectiveness, decision-making, and organizing processes. T/C.

Huseman, Richard C., James M. Lahiff, and John D. Hatfield. *Interpersonal Communication in Organizations: A Perceptual Approach.* Boston: Holbrook Press, Inc., 1976.

A practical introductory textbook that touches on various aspects of organizational communication including conflict, small groups, interviews and written communication. Chapters are quite brief; examples are useful. P/D.

Irish, Richard K. *If Things Don't Improve Soon I May Ask You to Fire Me.* New York: Anchor Press/Doubleday 1975.

A seasoned management consultant offers novel perspectives on hiring, firing, recruiting, motivation, and human relations. His basic premise is that the effective employer makes sound decisions for his organization realizing that in the long run, they will be good for the employee. P/D.

Jenkins, David. *Job Power: Blue and White Collar Democracy.* New York: Doubleday, 1973.

The author examines the many causes of worker alienation. This book is of special interest because it provides an overview of experiences with worker participation in various countries. FS

Keefe, William F. "Open Minds, The Forgotten Side of Communication," AMACOM, 1976.

Emphasizes the importance of effective and creative listening. Ten case histories are utilized to explore the basic principles of effective management-employee communications. P/D.

Koehler, Jerry W., Karl W. E. Anatol, and Ronald L. Applbaum. *Organizational Communication: Behavioral Perspectives.* New York: Holt, Rinehart, and Winston, 1976.

A general textbook in organizational communication. Covers organization theory as well as the communication theory of organizations. Oriented more to a theoretical than practical course. T/C.

Laking, Jon and Robin Roark. *Retailing Job Analysis and Job Evaluation.* New York, NY: National Retail Merchants Association, 1975.

The authors review principles of job analysis, job content, interviewing, and job evaluation. They include sample charts for accountability, problem solving, and working conditions. Two appendices provide managerial position descriptions, and sales-job content documents. P/D.

Lau, James B. *Behavior in Organizations: An Experimental Approach.* Homewood, IL: Richard D. Irwin, Inc., 1975.

The author concentrates on four areas: interpersonal, small group, intergroup, and organizational behavior. These areas are presented as sharing three core concepts, communication, motivation, and perception. The text contains exercises which can stimulate classroom interaction, cases that typify industrial behavior problems, and readings which can put these experiences into a theoretical perspective. P/D.

Lazarus, Sy. *Loud and Clear: A Guide to Effective Communication.* New York: American Management Associations, 1975.

Discusses effective communication practices including: improving written communication, the role of status, personal and professional communication skills, and the use of software and hardware in communication. P/D.

Lesikar, Raymond V. *Business Communication: Theory and Practice.* 3rd Ed., Homewood, IL: Richard D. Irwin, Inc., 1976.

The first six chapters encompass a detailed synthesis of communication theory. The remainder of the book is called, "Applications to Business." Some of the reading is somewhat difficult, but most of it is saved by the examples that have been included. P/D.

Lewis, Phillip V. *Organizational Communication: The Essence of Effective Management.* Columbus, OH: Grid, Inc., 1975.

Discusses topics such as: communication networks, communication and organizational theory, listening, nonverbal dimensions, decision-making, interviewing, group communication, organizational change, and organizational communication. P/D.

Luthans, F. *Introduction to Management: A Contingency Approach.* New York: McGraw-Hill, 1976.

Concludes that the success or failure of particular management concepts and techniques largely depend on the situation. The book is intended to help managers conceptually integrate the environment as a vital part of management theory and bridge the gap between management theory and practice. T/C.

Mahler, Walter R. *How Effective Executives Interview.* IL: Dow Jones-Irwin, 1976.

Describes processes for conducting five types of interviews: selection, performance, counseling, career discussions, and removal. Included in this book are basic guidelines and principles for these specific types of interviews in addition to principles from behavioral research literature and several surveys of executives. Has application for training. P/D.

———. *Structure, Power, and Results: How to Organize Your Company for Optimum Performance,* AMA, Dow Jones-Irwin, Inc., 1975.

Presents a behavioral approach to organizational planning which necessitates changing one or more of the following: structure, power, job, design, and staffing of positions. The process of organization planning begins with the identification of objectives and obstacles to overcome. These two elements lead to job design, definition of positions, responsibilities, and staffing. P/D.

McKain, Robert J. Jr. *Realize Your Potential.* New York: American Management Association, 1975.

Focuses on the attainment of growth, productivity, and enjoyment in an employee's personal and professional life. Some of the topics covered include: boredom, anxiety, self-motivation, conflicts between family and business responsibilities, and identifying purposive and realistic goals. P/D.

McLennan, Roy. *Cases in Organizational Behaviour.* London: George Allen and Unwin, Ltd., 1975.

A collection of case studies in Harvard form, designed for the management trainee or practitioner. The book's six sections are: individual characteriestics, group behaviour, technology, leadership, structure, and change. Each section is preceded by an introduction which previews the cases and cites research and theory relevant to them. T/C.

Murphy, Herta A. and Charles E. Peck. *Effective Business Communications*. 2nd Ed., New York: McGraw-Hill Book Company, 1976.

This textbook is oriented primarily toward written communication in the business organization. Book includes basic information on human motivation, etc. P/D.

Noer, David M. *Multinational People Management: A Guide for Organizations and Employees*. Washington, DC: The Bureau of National Affairs, Inc., 1975.

The author examines the potential hazards of international transfers. He prescribes that any selection system should be standardized, committed to writing, and then communicated to everyone involved. Among his recommendations are an orientation and training program, advance cultural training, language training, and an advance trip to the new overseas base. P/D.

Packer, Clinton L. *Preparing Hospital Management for Labor Contract Negotiations*. IL: The American Hospital Association, AHA Catalogue No. 2361, 1975.

Focuses on a method for organizing discussions and data which would facilitate management's ability to obtain labor contracts equitable for all groups concerned. Primarily addressed to hospital administrators, trustees, and labor relations specialists. P/D.

Rathman, J., J. L. Erlich, and J. G. Teresa. *Promoting Innovation and Change in Organizations and Communities: A Planning Manual*. New York: John Wiley and Sons, 1976.

Included in this manual are chapters on promoting an innovation, changing an organization's goals, and fostering participation. Considerable implications can be drawn for communication practitioners. P/D.

Rodgers, R. E. *Organizational Theory*. Boston: Allyn and Bacon, Inc., 1975.

Presents an overview of organizational theories including some of the communication implications of those theories. Contains five chapters which focus on communicative aspects. T/C.

Rogers, Everett M. and Rehka Rogers. *Communication in Organizations*. The Free Press, Macmillan Publishing Company, Inc., 1976.

This book focuses on the interactive effects of organizational structure and communication behavior. The authors discuss how organizational structure can restrict communication flow and how solutions to resultant problems of distortion and omission can in turn lead to information overload. They incorporate examples and research findings from different national settings. T/C.

Sanford, Aubry C., Gary T. Hunt, and Hyler J. Bracey. *Communication Behavior in Organizations.* Columbus, OH: Charles E. Merrill Publishing Company, 1976.

Provides the beginning student with a broad background in the social-psychology of communication within organizations. In addition to covering standard topics such as leadership, organizational structure, and managerial philosophy, the authors discuss intergroup relations, organizational change, and interpersonal skills. Each of the book's five sections is followed by a series of illustrations. T/C.

Schneider, A. E., W. C. Donaghy, and P. J. Newman. *Organizational Communication,* New York: McGraw-Hill, 1975.

Emphasizes a traditional approach to the area of organizational communication. Examines written communication, writing a report, communication in conferences, and oral presentations. Has application for the practitioner, but is primarily a text designed for an introductory course in organizational communication. P/D.

Shaw, M. E. *Group Dynamics: The Psychology of Small Group Behavior,* 2nd Ed. New York: McGraw-Hill, Inc., 1976.

An expanded version of a previous text written by Shaw. Examines the following: physical environment, group size, crowding, communication, and group tasks. Shaw includes an extensive review of the literature. Has implications for understanding the nature of groups in organizations. T/C.

Sheldon, A. *Organizational Issues in Health Care Management.* New York: Spectrum Publishing Inc., 1975.

Presents a set of case studies dealing with various aspects of the health delivery system. Chapters include the following: "The Use of Groups as a Management Tool"; "Leadership Style and Tasks"; and "Stability, Change, and Adaptation in Organizations." P/D.

Sigband, Norman B. *Communication for Management and Business,* 2nd Ed., Glenview, IL: Scott, Foresman, and Company, 1976.

Covers listening, interviewing, career planning, business writing, automation of communication, research techniques, decision-making, and report giving in addition to briefly discussing communication theory. An appendix includes a guide to grammatical rules and business letter style while a readings section includes articles by S. I. Hayakawa, Carl Rogers, Edward T. Hall, William V. Haney, and Keith Davis. P/D.

Sikula, A. F. *Personnel Administration and Human Resources Management.* New York: John Wiley and Sons, Inc., 1976.

Several different governmental agencies are studied here. There is a section on motivation and communication within these governmental contexts. In addition, there is a section on leadership and organizational climate. T/C.

Steers, R. M. and L. W. Porter. *Motivation and Work Behavior,* New York: McGraw-Hill, 1975.

Presents an overview of motivational theories. Discusses organizational environments, group influences, leadership, job design factors, goal-setting, and operant conditioning in organizations. T/C.

Strickland, A. G. *How to Get Action: Key to Successful Management.* New York: Parker Publishing Company, Inc., 1976.

Utilizing a prescriptive approach, the author advises managers on such managerial problems as changing employee attitudes and motivating employees to optimum performance by using intrinsic desires to get things done more quickly and efficiently. P/D.

Tannenbaum, Arnold S., *et al. Hierarchy in Organizations.* San Francisco: Jossey Bass Pub., 1974.

Reports findings on international comparative study from five countries. Fifty plants were used in the study. Occupied with degrees and location of decision-making, control, authority, and reward in organizations, and of worker reaction, and adjustment to hierarchial dimensions. FS.

Towers, Maxwell. *Role-Playing for Managers.* New York: Pergamon Press, 1975.

Discusses the use of a specific role-playing exercise for management development. This extended exercise illustrates thirty significant roles involving managers, supervisors, shop stewards, specialists, and public figures. P/D.

Walters, Roy W. and Associates, Inc. *Job Enrichment for Results: Strategies for Successful Implementation.* Reading, MA: Addison-Wesley Publishing Company, Inc., 1975.

The authors discuss the theoretical framework of job enrichment and place it in the context of organizational needs. They supply both line and staff executives with models for redesigning jobs that will unlock motivational drives. Also included are case histories that illustrate the successful implementation of job enrichment techniques. P/D.

Wolf, William B. *The Basic Barnard: An Introduction to Chester I. Barnard and His Theories of Organization and Management.* New York: Cornell University, 1974.

Descriptive summary of Chester Barnard's empirical approach to organizations and functionings as well as biographical data. Some topics included are: Barnard's basic philosophies, ideas found in his original work, and an extensive discussion on executive functions and behaviors. P/D.

Yorks, Lyle, *A Radical Approach to Job Enrichment.* New York: American Management Associations, 1976.

The purpose of this book is to give both operating managers and staff members a basic understanding of how employee behavior is affected by organizational structure. Included in the book are case histories, checklists, diagrams, and references. P/D.

Zaleznik, Abraham and Manfred E. Kets de Vries. *Power and the Corporate Mind.* Boston: Houghton-Mifflin, 1975.

Using a variety of concepts, the crucial effect of the personality of chief executives upon organizations and society are explored. Case histories, political science, psychoanalytic and management theories are brought to bear. T/C.

ANTHOLOGIES

Cass, Eugene L. and Frederick G. Zimmer, eds. *Man and Work in Society: A Report on the Symposium Held on the Occasion of the 50th Anniversary of the Original Hawthorne Studies.* New York: Van Nostrand Reinhold, 1974.

This indexed report discusses how individual differences between people can be best utilized within an organization. Investigates employee needs and desires regarding involvement in the managerial process. T/C.

Cooper, C. L. ed. *Theories of Group Process.* London and New York: John Wiley and Sons, 1975.

Contains contributions from different authors on subjects as interpersonal trust in the group process, group and organizational team building, and a theoretical model for interviewing. T/C.

Davis, Louise E. and Albert B. Cherns, eds. *The Quality of Working Life Volume Two: Cases and Commentary.* New York: Macmillan Publishing Company, Inc., 1976.

Explores the problem of how organizations can make the experience of working life more compatible with general social experiences. Provides case studies and accompanying commentary. P/D.

Dunnette, M. D. ed. *Handbook of Industrial and Organizational Psychology.* Chicago: Rand McNally Publishing Company, 1976.

Examines conceptual, methodological, and practical aspects of behavior in organizations. Thirty-seven chapters are involved in the volume which are written by forty different authors. A necessary volume for researchers and practitioners. P/D.

Farnsworth, Terry. *Developing Executive Talent—A Practical Guide.* New York: McGraw-Hill Company.

Divided into three sections, this book is addressed to chief executives and directors, line managers, and training professionals. The content material focuses on the further development of executive skills. P/D.

Gildea, Joyce Asher, and Peter Haas, eds. *Case Studies in Organizational Communication.* New York: Joint Project of the Industrial Communication Council and Towers, Perrin, Forester, and Crosby, 1975.

Seventeen cases in organizational communication are covered in this 90-page paperback book. The primary purpose of the book is to illustrate the nature of internal and external communications employed by major organizations. Various problems and solutions are discussed. P/D.

Higginson, Margaret U. and Thomas L. Quick. "The Ambitious Woman's Guide to a Successful Career," AMACOM, Report AWGC9.

Discusses various aspects of women's careers including self-evaluation, education, career choice, promotion, psychological conditioning, skills, and interpersonal relationships. Included are names of women's organizations, professional groups, educational facilities, and employment agencies. P/D.

Jones, Earl I. ed. "Symposium Proceedings—Occupational Research and the Navy—Prospectus 1980. Technical Report No. 74-14," Navy Personnel Research and Development Center, San Diego, CA, March 1974, 394 p. ERIC ED 106 646.

Discusses a five-section symposium report which includes 22 pages assessing the state-of-the-art in occupational research. The five are Occupational Analysis, Structure and Methods, Career Development, Organizational Effectiveness, Motivation and Work, and Measurement and Prediction. T/C.

Kellogg, Marion S. "What to Do About Performance Appraisal," New York: American Management Association, 1976.

Author discusses such topics as the fundamentals of performance appraisal, salary administration, helping the failing employee, career counseling, and estimating future growth. Also covered are manager/employee relationships, and the current trend toward self-appraisal and development. P/D.

Leavitt, Harold, Lawrence Pinfield, and Eugene Webb, eds. *Organizations of the Future: Interaction With the External Environment,* New York: Prager Publishers, 1974.

This book consists of ten essays resulting from an international conference in Holland of twenty-one social scientists and administrators. The text is divided into three sections: organization and society, organizations in interaction with one another, and managing organizations in the future. The text is directed toward specialists in the field of organizational environmental relations. T/C.

Lippitt, Gordon L. and Bernard Taylor, eds. *Management Devleopment and Training Handbook.* McGraw-Hill, 1975.

This handbook summarizes the state of knowledge and practice in management and organizational planning and development in the United Kingdom, U.S., Europe, India, South Africa, Canada, and Ireland. Also reviewed are the advantages and limitations of the managerial grid, management by objectives, action-centered leadership, and organizational renewal. P/D.

Owen, James L., Paul A. Page, and Gordon I. Zimmerman, eds. *Communication in Organizations.* St. Paul, MN: West Publishing Company, 1976.

A series of essays encompassing the field of organizational communication. The focus is upon interpersonal factors; contains an excellent section on auditing. P/D.

Strauss, George, *et al.* eds. *Organizational Behavior: Research and Issues.* Madison, WI: Industrial Relations Research Association, 1974.

Presents a substantial portion of organizational behavior theory and research. It systematically develops the relevance of organizational behavior to collective bargaining and unions. Also included in this work is a bibliography of over four hundred references. T/C.

Taylor, Robert L. *et al.* eds. *Proceedings of the Annual Meeting of the Academy of Management,* 36th Annual Meeting, Kansas City, MO, Aug., 1976.

Presents the best papers submitted by Academy members in the areas of management history, management education, organizational behavior, business policy, managerial consultation, production management, organization theory, social issues, international management, organizational development, organizational communication, health-care administration, entrepreneurship, women, public sector, and research and development. P/D

Tilley, K. W. ed. *Leadership and Management Appraisal.* New York: Crane, Russack and Company, 1974.

Reports on 1971 symposium by NATO science committee in Brussels. The monograph is divided into five major sections discussing organizational goals, situational and task factors affecting managerial behavior, leadership, perception and social judgment, and evaluations of appraisal systems. T/C.

(No author)

Effective Communication. Boston: Harvard Business Review Reprint Series 21073. 1974.

This Harvard Business Review reprint series contains seventeen articles written between 1952 and 1974 on four topics: Basic Processes, Writing, Communicating to Large Groups, and Meetings. Can also be used in training. P/D.

REVIEWS

Asher, James J. and James A. Sciarrino. "Realistic Work Sample Tests: A Review," *Personnel Psychology*, Winter 1974, Vol. 27, No. 4, pp. 519-533.

Motor tests have higher validities than verbal tests when job proficiency is criterion variable. The opposite is so when success in training is criterion. P/D.

Bernstein, Belle R. "Organizational Communication Theories, Issues, Analysis," paper presented at SCA Conference and the Post-Doctoral Program on Organizational Communication, San Marcos, TX, Feb. 1976.

Provides a comprehensive review of definitions, analysis, and theories of both "communication" and "organization." Section one focuses on definitions of organization, approaches to the study of organization, and theories of organization. Two schools of organizational theory are described and theories of organization are classified. Discussion of "communication" includes process, symbols, interaction, and systems. Considerable emphasis is placed on the receiver and the many ways communication can be blocked or diverted. T/C.

Friedlander, Frank. "Dehumanized Theories and The Humanization of Work," paper presented at the Annual Meeting of the American Psychological Association, 1975, 42 p. ERIC ED 119 258.

Maintains that current concepts and theories of organization and organizational psychology, as found in books and journals, are inadequate in dealing with societal and behavioral issues. Topics discussed include the relevance of organizational theory, the social power of organization theory, and the individual in organization theory. T/C.

Furukawa, Hisataka. "Some Problems on the Expectancy Theory of Work Motivation," *Japanese Journal of Experimental Social Psychology*, Vol. 14, No. 2, Dec. 1974, pp. 147-158.

Reviews Vroom's expectancy theory in light of recent research detailing the differences between instrumentality and expectancy. Practical applications of the model are suggested. T/C.

Goldhaber, Gerald. "Organizational Communication: Present Domain and Future Directions," paper presented at SCA Conference and Post-Doctoral Program on Organizational Communication, San Marcos, TX, Feb, 1976.

Presents a comprehensive overview of the emerging discipline of organizational communication. Includes definitions of communication in the organizational environment and the measurement and analysis of organizational communication by the International Communication Association (ICA) Communication Audit. T/C.

Hickerson, Karl A., Joe T. Hazel, and Joe H. Ward, Jr. "A Causal Analysis of Relationships Between Performance and Satisfaction in Eight Airman

Specialties," Air Force Human Resources Lab., Brooks AFB, TX, Oct. 1975, 42 p. Report No. AFHRL-TR-75-57 AD-A020 542/7GA.

Describes the existing research on the relationship of performance and job satisfaction since the 1950's. It provides a comprehensive bibliography on performance/satisfaction research. Included is a discussion of an analysis technique frequently used in this type of research. P/D.

Payne, R. L. *et al.* "Organizational Climate and Job Satisfaction: A Conceptual Synthesis," *Organizational Behavior and Human Performance*, Vol. 16, 1976, pp. 45-62.

A critical review is made of the concepts of climate and satisfaction. Gaps in the literature are identified as well as the conceptual confusion. T/C.

Porter, Lyman W. and Robert Dublin. "The Organization and the Person: Final Report of the Individual-Organizational Linkages Project," California University, Irvine, Graduate School of Administration, July 1975, 31 p. ERIC ED 111 959.

Summarizes the broad findings of a long-term research project designed to examine attitudinal and behavioral aspects of individual-organization linkages, conceived in two broad categories—the acts of joining and remaining employed by the organization, and the person's degree of attachment while employed. The implications for organizations are: focus on pre-entry expectations of new members, monitor their early organizational experiences, determine where commitment to the organization is most crucial, and concentrate attention there. The titles of the project's technical reports and publications are appended. FS-T/C.

Rogers, Everett M. " Communication and Development: Critical Perspectives," *Communication Research*, Vol. 3, No. 2, 1976.

This entire issue is dedicated to exploring the effects of communication on organizational and cultural change. FS.

Schmitt, Neal. "Social and Situational Determinants of Interview Decisions: Implications for the Employment Interview," *Personnel Psychology*, Vol. 29, No. 1, Spring 1976, pp. 79-101.

Presents an extensive review of the literature on the employment interview focusing on such variables as: job information, individual differences in the decision process, visual cues, attitudinal, sexual, and racial similarity, and interview models. Studies reviewed tended to stress what was wrong with the interview process. Concludes that research needs to be directed to determine what variables are reliably, validly, and uniquely assessed in the selection interview. T/C.

Schoenfeldt, Lyle F. and Robert D. Gatewood. "Industrial and Organizational Psychology Through the Looking Glass of the Division 14 Dissertation Contest," *Personnel Psychology*, Winter 1974, Vol. 27, No. 4, pp. 543-554.

Examines entrants to the dissertation contest for organizational psychology. Emphasis in dissertation was an attitude formation, utilization of multiple levels of organizational types, heavy reliance on paper-and-pencil procedures, and an even split between field and laboratory research. P/D.

Scott, W. E. "The Effects of Extrinsic Rewards on 'Intrinsic Motivation,'" *Organizational Behavior and Human Performance*, Vol. 15, 1976, pp. 117-129.

The author criticizes studies which purport to demonstrate that extrinsic rewards reduce intrinsic motivation. He suggests a reinforcement analysis instead. T/C.

Teltz, Michael B. and Glenn Slebert. "Implementation of Evaluation and the Systems Approach in Government: A Literature Survey and Conceptual Model," California University, Institute of Urban and Regional Development, Berkeley, CA, Jan. 1973, 67 p.

A literature review on organizational change strategies using a systems approach model which considers organizations as multidimensional. T/C.

Wahba, Mahmoud A. *et al.* "Maslow Reconsidered: A Review of Research on the Need Hierarchy Theory," *Organizational Behavior and Human Performance*, Vol. 15, 1976, pp. 212-240.

An extensive critique is made of 13 studies testing Maslow's theory. Both the theory and the means of testing it are seen as being deficient. T/C.

White, P. A. *Effective Management of Research and Development*, New York: Halstead Press, 1975.

The author examines approaches to the structure of research and development organizations. The article specifically reviews horizontal and vertical structures as related to design and customer effectiveness. Methods of controlling a research program, such as: budgeting, networks, management style, and communication are included. P/D.

(No author)

"Leadership for the 1970's: Consolidated Army War College Leadership Monograph Series, 1-5." Army War College Carlisle Barracks, PA, Jan. 1975, 70 p. ERIC ED 110 720.

Reviews five monographs focusing on the idea of reciprocity as expressed through an informal "contract" between the individual and the organization, and examines specifically that portion of the contract that involves the individual leader, his superior, and his subordinates. These monographs attempt to define the appropriate terms of the informal contract and the extent to which they are recognized by the Army. An appendix lists 43 leadership behaviors. FS-T/C.

SEE ALSO

Interpersonal Communication: Lopez, Steele
Intragroup Communication: Petty
Intergroup Communication: Yoder
Communication Factors and Organization Goals: Becker, Edney, Gellerman, Gruneberg, Likert, Steers, Vroom, Walters, Williams, Wright
Skill Improvement and Training: Branson, Indermill, Jaffee, Kirkpatrick, Pfeiffer, Smith, Taylor, Towers
Communication Media: Grabowski
Communication System Analysis: Abell, Heenan, Immegart, Melcher, Murdick, Neghandi, Sells
Research Methodology: Biesheuvel

GENERAL BIBLIOGRAPHIES

Dyer, Lee and Gary D. Paulson. *Project Management: An Annotated Bibliography*. New York: Cornell University, 1976.

This annotated bibliography includes ninety references on project management published through early 1975. Sections deal with structure and design, role of the project leader, project processes, and the do's and don'ts of project management. P/D.

Falcione, Raymond L. and Howard Greenbaum. *Organizational Communication Abstracts, 1975.* A joint publication of American Business Communication Association, Urbana, IL, and the International Communication Association, Austin, TX. May, 1976.

Provides 700 abstracts of the literature for the year 1975 in the form of a classified and annotated bibliography. Abstracts are divided into classifications of the organizational communication discipline; each classification is divided as to 1) books and dissertations and 2) articles, papers, and U.S. government publications. Research methods and limitations are outlined. P/D.

Hanson, Agnes O. ed. *Executive and Management Development for Business and Government: A Guide to Information Sources.* Detroit, MI: Gale Research Company, 1976.

An annotated bibliography of literature on the general skills considered fundamental to successful management. The fourteen sections include management development, multinational management, government management, human resource planning, and information sources.

Harrison, Elizabeth A. "Information Processing in Humans. Vol. 1, 1964-1973 (A Bibliography with Abstracts)," National Technical Information Service, Springfield, VA, Dec. 1975, 214 p. Report for 1964-1973. NTIS/PS-75/857/3GA.

This two volume bibliography with abstracts contains 209 entries related to decision making, visual evoked reponses, and learning as related to information processing in humans. P/D.

Hellman, Barry and Marilyn Whitaker. "Community—Network—Communication: An Annotated Bibliography. Exchange Bibliography Nos. 282-283," Council of Planning Librarians, Monticello, IL, May 1972, 140 p. ERIC ED 106 963.

Contains items concerned with the impact of communications on networks of primary relationships and their organization into communities. The material is organized into numbered sections, with the three main headings being: Community, Network, and Communication. An alphabetical author and title list concludes the bibliography. T/C.

Shonyo, Carolyn. "Personnel Management in Remote Areas: A Bibliography with Abstracts," National Technical Information Service, Springfield, VA, June 1976, 44 p.

Topics included in this annotated bibliography are group dynamics, social isolation, and social communication. Relates to various areas of personnel management in isolated and confined environments. P/D.

Taylor, James A. "Organizational Communication in Health Care Settings: A Selected Annotated Bibliography," 1976, 72 p. ERIC ED 120 857.

Listing more than 300 health related items, this annotated bibliography emphasizes the relationships between organizational design, communication, occupational role, technology, and institutional policy, etc. Items are cross-indexed. P/D.

White, Anthony G. "Towards a Scientific Study of Information and Communication Theory Relative to Groups and Organizations: A Bibliographic Essay," Council of Planning Librarians, Monticello, IL, Sept. 1974, 19 p. ERIC ED 108 291.

Discusses the application of mathematical ordering and analysis to the study of organizations and examines the relationship between organizational structure and interpersonal communication. Bibliographic citations are listed alphabetically by author's name. T/C.

Young, Mary E. "Student Teacher Interaction, A Bibliography With Abstracts," National Technical Information, Springfield, VA, Feb. 1976, 84 p. NTIS/PS-76/0105/7GA.

Cites research on teaching effectiveness through interpersonal relationships. Includes aspects of specialized teacher training for specific student groups. Updated bibliography contains 79 abstracts. Has implications for training. P/D.

(No author; alphabetized by title)

British Steel Corporation, Sheffield, England: Information Services, Industrial Ergonomics Abstracts, Vol. 7, No. 2, Oct. 1975, 17 p. PB-246 880/9GA.

Many aspects of human factor engineering in relation to industrial engineering are presented in this abstract/journal. Included are abstracts covering motivation, attitudes, and productivity. P/D.

IPM Bibliography Part Three. Institute of Personnel Management, London: WC1 HOHX, 1975.

Part three focuses on the education, training, and development of personnel in industry. The design of this bibliographical series is to provide a representative sample of the literature available on personnel management. P/D.

GENERAL REFERENCES

Banki, I. S. *Dictionary of Supervision and Management.* Los Angeles: Systems Research, 1976.

Designed to help administrators, managers, supervisors, and trainers keep up with terms and literature of the social and behavioral sciences as they relate to leadership and management. P/D.

Rogers, Donald P., *et al.* "Resources for Teachers of Organizational Communication," prepared at the Department of Speech Communication, SUNY at Buffalo, 1975, 48 p. ERIC ED 109 729.

Lists the educational resources related to organizational communication including 12 texts and readers, 75 reference books, 17 publishers active in the field, 2 bibliographies, more than 300 articles, almost 300 journals, over 50 films (with annotation), 9 film distributors, and sources of simulations and games. P/D.

Wasserman, Paul and Janice McLean. *Consultants and Consulting Organizations Directory.* 3rd Ed., Detroit, MI: Gale Resarch Company, 1976.

A descriptive listing of 5,314 firms, individuals, and organizations consulting in 148 fields from acoustical engineering to water resources. Other areas include communication, audiovisual aids, management, marketing, and executive development. A periodic supplement is also available.

Zacharis, John C. *Your Future in the New World of Communications.* New York: Richards Rosen Press, Inc., 1975.

Following the description of communications as an occupation that cuts across all career areas, the author discusses those qualities which are necessary to succeed in communications. The book contains helpful information on finding job opportunities, including lists of government documents listing career opportunities, advice on how to write an inquiry letter, prepare a resume, and succeed in an interview. P/D.

APPENDIX
Research Methods and Limitations

RESEARCH METHODS

Literature Sources

The following literature sources were utilized for this year's volume:

Books:

Sources: *Subject Guide to Forthcoming Books;* book reviews in leading periodicals; copies of books sent by the major publishers; *Communicontents*, a monthly publication containing abstracts of books in the field of communication, published at Arizona State University, Temple, Arizona.

Dissertations:

Sources: *Dissertation Abstracts International, Humanities, and Social Sciences*, October 1975-September 1976. Each monthly issue was examined for dissertations relative to organizational communication sponsored by the following disciplines: Business Administration, Economics, Educational Administration, Public Administration, Sociology, and Speech; *Dissertation Abstracts International, Sciences*, October 1975-September 1976. Each monthly issue was examined for dissertations relative to organizational communication sponsored by the following disciplines: Industrial Psychology and Social Psychology.

Published Articles:

Sources: *Applied Science and Technology Index*, *Business Periodicals Index*, *Current Index to Journals in Education*, *Engineering Index*, *Personnel Management Abstracts*, *Public Affairs Information Service Bulletins*, and *Psychological Abstracts;*

other journals not abstracted in the above indexes were also included. In these cases, the actual articles were abstracted.

Unpublished Papers:

Sources: *Research in Education.* Unpublished papers were selected from this monthly volume, which is sponsored by the Educational Resources Information Center (ERIC). Full texts of the documents indexed are available on microfiche in research libraries or directly on order from EDRS, P.O. Box 190, Arlington, VA 22210.

U.S. Government Publications:

Sources: National Technical Information Service (NTIS) of the U.S. Department of Commerce, Washington D.C.

Time Period Covered

Following the practice of the preceding two volumes of abstracts, the literature appearing in the year 1976 was liberally interpreted as encompassing the period October 1, 1975 through September 30, 1976 in order that the editing and publication might be completed by midyear 1977.

It is important to emphasize the unique problems encountered by generally depending on abstract services, including book reviews. Due to the sheer mass of work involved in reviewing all periodicals, books, dissertations, and unpublished papers, it was decided that maximum use should be made of existing abstract services, but where deficiencies were realized, individual periodicals would be reviewed and abstracted. Thus, where the original publication is not the source of the abstract, and where an abstract service is being used (e.g., Dissertation Abstracts International), the October 1, 1975 through September 30, 1976 dates refer to the dates of publication of the particular abstract service. Consequently, this means that our abstracts for the year 1976 have many 1975 and some 1974 and 1973 dates because these items of literature were first abstracted by the service consulted during the months of October 1975

through September 1976. Hence, the research method results in providing abstracts for some writings prior to 1976, in some cases, and does not provide abstracts for some writings published in 1976 because such writings have not as yet been abstracted. In the case of books, a book review appearing in a journal fulfills the same function as an abstract and is subject to the same time limitations noted above.

Contents of Bibliography

There are inherent reasons why many published and unpublished writings have not come to our attention. *Unpublished* papers may not appear here because they were not processed by the ERIC organization and published in abstract form during the period October 1975 through September 1976. In some cases, the papers may not have been presented to ERIC, and if presented, not accepted. In other cases, the papers may have been accepted but are scheduled to appear in a monthly issue of *Research in Education* subsequent to September 1976. Assuming future annual issues of this publication, these latter abstracts will be encountered and included.

In the area of *published* writings, our general procedure of using existing abstracts services (including book reviews) results in our not reporting certain works published in 1976 since they have not yet been abstracted or reviewed by the reference employed, and reporting other works finished in 1975, 1974, and even 1973, where the authors delayed submitting abstracts, or the book review publication was considerably later than the publication of the book. This kind of limitation can be minimized by the consistent use of specified abstract services and keeping abreast of the book reviews in the leading periodicals.

We are acutely aware of the limitations placed on us by following the above methods. There may be many important papers and articles missed by us in this publication. To those authors who feel they should have been included please write and inform us of our oversight, and we will include you in the next volume.

Even though this document may not be fully representative of the literature relevant to organizational communication, it is our feeling that it can make a significant contribution to those students, researchers, teachers, and practitioners interested in a fascinating and rapidly expanding field of study.

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ORGANIZATIONAL-TYPE INDEX

This index is limited to those abstracts describing field studies; and indicates the type of organization from which the researcher obtained data. The types of organizations are classified as follows:

—Industrial organizations
—Governmental organizations
—Educational organizations
—Health-care organizations
—Other service organizations

In those cases where data was obtained for a research study from more than one type of organization, that study was indexed under each of the types of organization.

Of the 263 field studies indexed herein, 159 relate to books and dissertations and 104 relate to articles, papers, and government reports. The index treats books and dissertations separately from articles, papers, and reports for the reason that we believe the reader seeking detailed information will be best served by first consulting the references in the section for books and dissertations. The space limitations in articles and papers make it unlikely that the reader will find copies of instruments and basic data therein, whereas such information is often found in dissertations and books.

Use of this index is suggested as follows. Suppose that the reader is contemplating data collection in a hospital organization, or wishes to keep up to date on all field-study work being done with hospital organizations. By referring to the index below, both under books and dissertations, and under articles, papers, and reports, the reader can note the names of authors who have worked in this area during the year 1976. Then by referring to the AUTHOR INDEX, the particular page numbers can be found for the abstracts involved.

Example: R.E. Hunter is found under the HEALTH-CARE subdivision of the Books and Dissertations Organizational-Type Index, and the page number for that author in the AUTHOR INDEX is indicated as page 249. The abstract on that page briefly indicates the nature of the study in a health-care institution.

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†††

DATA COLLECTION INSTRUMENT INDEX

This index is limited to those abstracts describing field studies, and indicates the data collection instruments utilized by the researchers in order to obtain raw data. The types of data collection instruments and codes adopted for this compilation are as follows:

I—Interview	OR—Organization Records
O—Observation	CA—Content Analysis
L—Log	Q—Questionnaire

In addition, the code "PP" is employed to note a situation where there has been a pretest and posttest data collection situation.

As will be noted below, the index consists of the author name followed by coding for the data collection instruments employed. Thus, for A.E. Harrison (I, O) the meaning intended to be conveyed by the codes I and O is that Harrison employed both the interview (I) and the observation (O) methods of data collection.

In the instance of the questionnaire as a data collection instrument, it was considered valuable to indicate when a researcher employed a recognized instrument, e.g., Likert's Profile of Organizational Characteristics, as distinct from the researcher utilizing a self-developed instrument. Consequently, the coding of questionnaire instruments involves a numeric following the letter "Q." This numeric allows the reader to know the recognized instrument employed or to know if there has been developed a specific questionnaire instrument for the study involved. The questionnaire types are listed in Table 1 with related coding.

The index below treats books and dissertations separately from articles, papers, and government reports for reasons stated earlier in the discussion of the organizational type index.

Use of this index may be motivated by various circumstances. If the reader is interested in a certain abstract involving field research, this index will provide some information as to the research techniques; if the reader is contemplating the use of a certain recognized instrument, this index may provide a lead as to others who have recently employed the same recognized instrument;[1] if the reader is considering empirical research in a type of organization, this index, together with the organizational type index may be able to give some insight as to the instruments heretofore employed.

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[1] For years up to the early 1970s, the reader is referred to the following comprehensive references that present details as to many of these instruments including a brief description of contents and published works noting the use of the instrument:

Buros, Oscar K., ed. *Tests in Print II* (An Index to Tests, Test Reviews and the Literature on Specific Tests), Highland Park, NJ: Gryphon Press, 1974.

Buros, Oscar K., ed. *The Seventh Mental Measurements Yearbook*, Highland Park, NJ: Gryphon Press, 1972.

Buros, Oscar K., ed. *Personality Tests and Reviews*, Highland Park, NJ: Gryphon Press, 1970.

TABLE 1

CODES FOR TYPES OF QUESTIONNAIRES UTILIZED IN 1976 FIELD STUDIES

Code	Name of Instrument	Author of Instrument
1	Self-Designed Questionnaire	Author of Study
2	Leader Behavior Description Questionnaire	Stogdill
3	Dogmatism Scale	Rokeach
4	Organizational Climate Description	Halpin & Croft
5	Purdue Teacher Opinionnaire	Bentley & Kempel
6	Profile of a School: Teacher's Questionnaire	Likert
7	Needs Satisfaction Questionnaire	Porter
8	Matched Pairs Signed Rank Test	Wilcoxon
9	Profile of Organizational Characteristics	Likert
10	Administrative Selection Questionnaire	N/A
11	Least Preferred Co-worker Questionnaire	Fiedler
12	Job Related Tension Index	Kahn *et al.*
13	Semantic Differential Scale for Media	Lloyd
14	Executive Professional Leadership Questionnaire	Gross & Herriott
15	Attitude Toward Change Scale	Ricker
16	Receptivity to Change Scale	Duncan
17	Leadership Opinion Questionnaire	Fleischman
18	Principal Behavior Checklist	Farrar
19	Minnesota Satisfaction Questionnaire	Weiss, Dawes, England, & Lofquist
20	Leader Behavior Description Questionnaire	Halpin
21	National College Entrance Examination	National College Entrance Board
22	Minnesota Teacher Attitude Inventory	Cook, Leeds, & Callis
23	California F Scale on Authoritarianism	Adorno
24	Personal Growth Inventory	Blansfield-Lippitt
25	School Administrator Morale Measure IV	N/A
26	Job Description Index	Smith, Kendell & Hulin
27	Personal Value Questionnaire	England
28	Human Resource Management Survey	U.S. Navy
29	Teacher Feedback Form	Tuckman
30	Multitrait-Multirater Form	Lawler
31	Organizational Climate Questionnaire	Litwin & Stringer
32	Organizational Status Survey	Oss
33	Maslow Type Need Hierarchy Form	Porter
34	Profile of a School: Principal Questionnaire	Likert
35	Choice Dilemma Measure	Wallach, Kogan & Ben
36	Fog Index	Gunning
37	Opinion Questionnaire	Kogan-Wallach
38	California Psychological Inventory	Gough
39	Gross Ratings of Facilitative Interpersonal Functioning	Carkhuff
40	Job Clarity Scale	Chambers
41	Job Satisfaction Scale	Brayfield
42	Tennessee Self-Concept Scale	Fitts
43	Superintendents Behavior Questionnaire	Fast
44	Educational Administrative Style Diagnosis Test	N/A
45	Student Behavior Description Questionnaire	Croft
46	Personal Orientation Inventory	Shostrom
47	Personal Report Communication Apprehension	McCroskey
48	Fundamental Interpersonal Relations Orientation (FIRO)	Schutz & Wood

(Table is concluded on next page)

TABLE 1, CONTINUED

Code	Name of Instrument	Author of Instrument
49	16 Personal Factor Inventory	Cattell
50	Strong-Campbell Interest Inventory	Strong-Campbell
51	Personal Contact Checklist	Jacobsen-Seashore
52	Need for Independence Questionnaire	Vroom
53	26 Item Communication Scale	House
54	Edwards Personal Preference Schedule	Edwards
55	Credibility Semantic Differential Instrument	Berlo, Lemert & Mertz
56	Job Diagnostic Survey	Hackman & Oldham

NOTES:

1. The code "PP" signifies a pretest and a posttest application of same questionnaire.
2. N/A: Authorship of instruments employed in field study not available from source of abstract information or from library resources to this date. Correspondence now in progress with researchers.
3. Techniques as Ecco Analysis, Delphi Technique, and Critical Incident Technique have not been treated as recognized instruments for reason that researchers employ the basic technique in self-designed approaches.

EXAMPLES:

—Reference D.R. Belle Isle (Q1,9). This should be interpreted as meaning that researcher Belle Isle utilized a self-developed questionnaire (Q1) and also employed Likert's Profile of Organizational Characteristics (Q9).

—Reference K.F. Connell (N/A). The code of N/A means that no information as to data collection instruments was available for field study of Connell.

—Reference A.F. Dauria (I, OR). This indicates that Dauria employed the interview [I] method of data collection and certain organization records [OR] not specifically prepared for the study.

BOOKS AND DISSERTATIONS

APLIN, J.C. Jr. (Q1, OR)
APKARIAN, K.G. (Q2)
AQUILINA, R.I. (Q1)

BECKER, S. (O)
BECHTOLD, F.B. (Q25)
BELL, J.C. (Q1)
BELLE ISLE, D.R. (Q1, 9)
BETTY, S.A. (Q1, OR)
BILLINGS, R.G. (Q2, 13, I)
BOWMAN, B.R. (Q17, 18)
BOWMAN, J.E. (Q4, 22)
BRENENSTUHL, D.C. (Q1, PP)
BRENNAN, D.J. (Q1, 9)
BROWN, K.R. (Q2)
BUEHLMANN, D.M. (Q2, 7, 30)
BURTON, L.G. (Q1)
BURNS, E.L. (Q2, 19)
BUSH, F.E. Jr. (Q6, 34)

CHAMBERLAIN, J.L. (Q1)
CHAMBERS, T. (Q1, 3, 9, 40, 41)
CINCO, M.E. (Q4, 20, 21)
COAD, R.A. (Q1, PP)
COLLINS, J.T. (CA)
CONNELL, K.F. (N/A)
COON, C.A. (Q1, 42)
CRATES, R.F. (Q3, 4)
CURRAN, K.E. (Q1, OR)
CUMBERBATCH, F.F. (I)
CUROW, J.M. (O)

DANDURAND, L. (Q1)
DAURIA, A.F. (I, OR)

DAVIS, B.D. (Q9, 31, OR)
DAVIS, M.L. (Q8)
DEROSIA, V.L. (Q1, 2)
DE RYKE, J.J. (Q1)
DIMARTINO, C.J. (Q1, O)
DINGES, T.L. (Q1, 9)
DOWNEY, E.H. (Q1, I, OR)
DUFFY, P.D. (Q1)

EASTLACK, E.L. (Q1, OR)
ECKHART, K.V. III (O)
EHMANN, C.J. (O)
ELHAJ, Y. (I)
ELLIS, F.W. (Q2, 23)
ESKILSON, A. (O)
ESPY, A.M. (Q1, 18)
ESSEX, N.L. (I)
EURE, J.D. Jr. (Q1)

FALLS, O.A. (Q6)
FINE, V.O. (Q1, PP)
FITZ-ENZ, J.A. (Q1)
FLYNN, A. (Q1, 11, 14)
FLUCK, S.C. (Q10)
FREDERICK, P.H. (Q1)
FROHNEN, R.G. (Q1)
FULTON, E.E. (Q1, 37)

GALLOWAY, J.L. (Q2, 5)
GEISLER, J.L. (Q1, I)
GEORGE, M.G. (O, OR)
GRAHAM, D.L. (Q26, O)
GRISSOM, W.A. (Q4, 42)

HANNA, R.L. (Q1)
HARBIN, S.L. (Q1, 3)
HARRELL, A.M. (Q1)
HARRISON, A.E. (I, O)
HAWKINS, B.L. (I)
HENDRICKS, D.P. (Q1)
HERZOG, F.P. (Q1, CA, I)
HOLSENBECK, D.C. (Q1)
HUDDLESTON, T.J. (Q1, 4, 17)
HUGHES, R.E. (Q2, 26, 31)
HUNTER, R.E. (Q1)

INDERLIED, S.D. (Q1, I)

JACKSON, L.S. (Q27)
JACOBS, H.L. (Q1, 2)
JENKINS, D. (N/A)
JIN, K.G. (O)
JOWERS, J.W. (O)

KIM, J.S. (Q1)
KIVATISKY, R.J. (I, O)
KOTULA, J.R. (Q1, 29)
KRASNOW, B.S. (Q2)
KRIVONOS, P. (Q1)

LANCE, E.J. (CA, I)
LAMMERS, L.E. (Q1, 26)
LAYNE, R.G. (Q1, O)
LEHAN, M.G. (O)
LENOIR, B.L. (Q1)
LEWIS, J.B. (Q1)
LISKA, R.W. (Q1)
LYMAN, D.A. (Q1)

MAILE, C.A. (Q1)
MANGEE, C.P. (Q1)
MANUMA, P.V. (Q4, 22)
MAZZA, J.M. (Q1, I)
MCBRIDE, M.K. (Q1, 43)
MCCANN, F. (Q46, O)
MCCORMICK, M.B. (Q1, PP)
MCENTIRE, B.A. (Q1)
MCHUGH, M.M. (Q1)
MCKEOWN, H.S. (Q1, L)
MCMURRY, K.R. II (OR)
MEJIA, S.J. (Q1)
MIKOLS, W.V. (Q1, 11)
MILLS, K.A. (Q38, 39)
MONIOT, S.H. (Q2, 12)
MORRIS, B.N. (Q4, 26)
MUNRO, M.C. (Q1)
MURBACH, E.A. (Q4)

O'DELL, R. (Q1)
OFFENBERG, R. (Q1)
OH, S.C. (Q1)
OSTERMAN, D.N. (Q9, PP)
OVINGTON, R.J. (Q1, PP)

PALM, L.B. (Q1, 23, 24, O)
PALMER, R.C. (I, OR)
PAYNE, G.J. (Q1, 36, OR)
PELOFSKY, J.J. (O)
PRIETO, A.C. (Q6, 7)

RANDOLPH, W.A. (Q1, I)
RASMUSSEN, R.H. (Q4, 15, 16)
RAZI, M.H. (Q1)
REDMAN, D.E. (Q1)
REDMOND, R.F. (Q1, 4)
REEVES, M.L. (Q1, 2, 46)
RIGNEY, D.C. (OR)
ROBINSON, J.J. (Q1, I)
ROSE, C.A. (Q1, 32)
ROSSANO, M.J. (I)
RUACH, S.W. (I, O)

SEARLE, J.G. (Q4, 45, OR)
SHAW, C.E. (Q6, 19)
SHIELDS, R.L. (Q2, 44)
SHIN, J.S. (Q1)
SIKES, J.V. (Q2, 25)
SIMPSON, L.R. (Q1, 2, 23, 26, 27)
SINATRA, W.J. (Q1)
SMITH, M.C. (Q5, 6)
SPIESMAN, G.D. (I)
SUMMERS, D.B. (O)
SURLES, R.C. (Q1)
SWAINSTON, T.L. Jr. (Q1)
SWISHER, R.D. (Q1)

TANNENBAUM, A.S. (N/A)
TAYLOR, C.L. (Q1)
TIMER, A.M. (Q9)
TOMBAUGH, G.E. (Q33)
TRUOG, W.R. Jr. (Q1)

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WALKER, J.G. (Q2, 5)
WEBER, E.S. (Q1)
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BEESLEY, M.E. (O)
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BHOLA, H.S. (O)
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BJORK, L.E. (I, O, Q1)
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BORMAN, W.C. (Q1)
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DANOWSKI, J. (N/A)
DOWLING, W.F. (N/A)

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PETTY, M.M. (Q2, 26)
PFEFFER, J. (I, O, Q1)
PILLA, B.A. (OR, Q46)
PORTER, L.W. (N/A)

QUINN, R.P. (Q1)

RENWICK, P.A. (Q1)
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SCHNEIDER, B. (Q1)
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SCOBEL, D.N. (O)
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SHAPIRA, Z. (O, Q1)
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SPECTOR, P.E. (Q1)
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STEERS, R.M. (O, Q1)
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WALTER, V. (Q49, 50, I)
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WATERS, L.K. (Q1, 26)
WEINMAN, J.J. (N/A)
WENDLINGER, R.M. (I)
WOOD, M.T. (Q1)

YAVARKOVSKY, J. (N/A)
YODER, D. (N/A)
YUKL, G.A. (Q1)

ZAWACKI, R.A. (Q1)

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